THE

# GORDON READERS

## TEACHER'S MANUAL

D·C·HEATH & COMPANY

Hawthorne School
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1100 N. 20th St.
Vancouver
Wash.

Primer and 6 readers, Hosmer Mayer
Primer and the World series of
Geographies, readers 6 small
Spencerian Catalogue for 7 grades
Teacher's

# A MANUAL FOR TEACHERS

OF

# PRIMARY READING

BY

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D. C. HEATH & CO., PUBLISHERS

BOSTON NEW YORK CHICAGO

# THE GORDON READERS

*"First, learn to read; then, read to learn"*

**FIRST BOOK** — For beginners.

**SECOND BOOK** — Completes the work of first year.

**THIRD BOOK** — Can be read by second year classes.

**FOURTH BOOK** — Completes the preparation for reading to learn.

**TEACHER'S MANUAL** — Definite and practical.

**CHARTS** — Three Phonic Charts. Each 24 × 36 inches.
Six Equivalent Charts. Each 11 × 22 inches.
Forty-four Letter Squares. Each 4 × 4 inches.
Forty Word Drill Charts. Each 7 × 12 inches.

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# INTRODUCTION

THE method of teaching reading presented in this Manual recognizes: (1) that the child must master certain phonic facts before he can have power to solve word problems for himself; (2) that it is not possible to reduce every word in the language to a phonic basis, and that exceptions to phonic rules should be taught as sight words or wholes. It gives the child such mastery over the mechanics of reading that his mind is free to grasp the thought of the sentence when it is presented.

It will be seen that this is not a new method. It is rather a new combination — an apt blending — of the strong features of several methods. No teacher need feel in using it that she must throw aside all the good things that her experience has found to be worth keeping. It is comprehensive and has room for all the originality and personal impress that the earnest teacher possesses.

In order to refer to vowel and consonant sounds with ease and directness, and in order that the teacher may have no doubt as to the sound value of a phonogram, diacritical marks are used in the Index of the Word List, and occasionally in the Manual. The marks used are from Webster's Dictionary. No diacritical marks should be used in the work with the pupils.

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# TO THE TEACHER

THE leading features of the method of teaching reading presented in this manual are:

I. The absence of all diacritical marks.
II. The few phonic facts to be memorized.
III. The obvious aid to spelling furnished by the charts and drills.
IV. The careful gradation of the work.

1. In the complex process of learning to read, two definite kinds of work may be traced. These kinds, though separate, are yet dependent; to reach the desired end both must be developed. The first is the expression and development of thought. This depends upon memory, imagination, and association of ideas; also upon the second kind, which includes the mechanics of reading — sound study or word mastery, called Phonic Drill. This latter necessitates the training of eye, ear, and vocal organs. It should be preliminary in order that the end may be logically reached, but it is always subordinate — merely the means to the end that is comprehended in the first line of work. It should be simple, systematic, and thorough. "Thorough work in phonics lies at the base of all rational teaching of reading." Much of the difficulty usually met by the child in learning to read is removed when his ear is trained to hear the sound, his eye to recognize the written expression, and his vocal organs to enunciate correctly. His reading becomes pleasurable and profitable only when the mechanism of reading is so entirely his that he uses it unconsciously, having his mind free

to dwell upon the whole thought expressed, rather than upon the make-up of the words used to express it. When this can be done, the child reads, and the day when he can read and enjoy literature is in sight.

**2.** The Manual presents the mechanics of reading in a simple, logical manner. It is a combination of the phonic, word, and sentence methods. In order that the child's vocal organs may be rendered flexible, the phonic element, in the form of vocal training, predominates at the beginning of the work, but falls into its proper subordinate place as reading power develops.

**3.** A phonic method should train the child to enunciate clearly; should free the speech from provincialisms; should strengthen and improve the quality of voice. It should give the child such mastery of word forms that he can readily take in the sense of the printed page. These advantages are gained by drill on phonograms, which forms the basis of the mechanical work preparatory to reading.

**4.** The word method is used to supplement the phonic method. It takes the place of the phonic method where the use of the latter would be cumbrous, as in the teaching of exceptions to phonic rules. It is also used to extend and give variety to the reading vocabulary; but the list of sight words is never long, because while new words are constantly added to it, former sight words are finding their places in the phonic scheme and thus ceasing to be sight words; as, *hop*, a sight word, ceases to be one as soon as the phonograms composing it are known and can be blended.

**5.** The number of words taught by the word method is small, in order that the distinct phonic impression given to the

child through eye and ear training may not be marred. Confusion will at first result if the pupil frequently meets a phonogram to which he has been taught to give a certain value, as *a* in *at*, associated with other values, as *a* in *ail*, *all*, *any*, *are*, *what*.

**6.** Reading is presented in the first month by combining sight words into the simple statements or questions of familiar speech. The child recognizes these as the visible expression of his thought. In the second month, his reading vocabulary is enlarged by the addition of phonic words. From this time on, the phonic drill renders him familiar with the word forms in the sentence, and makes him independent of aid in recognizing known words, *i.e.* words of which the idea is already well known, although the form has not been presented. Thus he is able to give his attention at once to the thought expressed.

**7.** The method aims to make the child self-helpful, to make him so interested in learning to read that he will enjoy the process as well as the result. From the very beginning of the work, the teacher should solve no problem that the child can solve for himself. Only by making him a worker can his active attention and interest be aroused and kept.

**8.** The object of the phonic drill is to train eye, ear, and vocal organs to ready recognition and enunciation of phonograms. It aims at mechanical exactness through sense training and vocal gymnastics. Progress in the drill depends upon two things:

(*a*) Sight recognition of simple phonograms.
(*b*) Power to blend one sound with another.

*The phonic drill should be an exercise apart from the reading lesson.*

**9.** The aim of each oral reading lesson should be thought getting and thought expressing. Progress in this depends on the teacher. If she is content with word getting, she will have ample reward for her labor; but if she is one who is able to inspire, to touch the heart, and to awaken the mind, she will find her task simpler because of the ease with which her children will respond to her efforts. With such a teacher, there is little danger that the reading will degenerate into lifeless, mechanical work, in which words are pronounced but no thought is obtained.

**10.** The teacher is urged to follow minutely the directions for the work in each division in order that she may fully comprehend the spirit of the instructions. She should remember that no method, however good, can take the place of earnestness, perseverance, and skill on her part.

**11.** The phonic work outlined in the first ten divisions has been covered easily and successfully by many classes in one year, but there can be no objection to taking more than this time for the various steps if the teacher wishes. The one thing always to be kept in mind is that one step should be thoroughly taught before the next is attempted.

### 12. Story-telling and Dramatization.

The thought side of reading is effectively presented through story-telling, reproduction, and dramatization. This should be begun as the child enters school and should continue throughout the course. The best tales for this purpose are those with simple plot, economy of incident, and plenty of action. They should be ethically sound, and lead to an artistic conclusion — justice should not be perverted. The teacher will find much material for her use in the literature that belongs rightfully to childhood — fairy tales, folklore, fables, jingles, and poems.

The teacher should spare no effort to perfect herself in the

art of story-telling. She should choose simple, direct words suited to the comprehension of the child. She must be enthusiastic, enter into the spirit of the tale, tell it vividly, dramatically. Her aim is to gain his attention, to give him a lively and appreciative acquaintance with good stories, to fertilize and stimulate his mind. In order that the child may appreciate the fact that this pleasure comes from books, she should learn *to read stories* effectively. When the child discovers "that learning to read is learning to get stories out of books," this vision of the goal is a strong incentive to effort on his part; he will learn to read not only in the mechanical sense, but also in the intellectual sense. The ideal of "two minds active over the same matter, one striving to learn, the other to teach," will be reached in the reading lesson.

Dramatization, when not carried to excess, is a valuable aid to the thought side of reading. The first tales dramatized should be short and simple; they should be thoroughly familiar through oral presentation. While the teacher, in telling the tale, need not follow closely the language of the book, she will find certain apt or forcible expressions used by the author of service in her reproduction. These the pupils will naturally use in their version and dramatization. Thus they will early "incorporate into their own vocabulary" the forms of good literature.

### 13. Seat Work.

Seat work should supplement and make use of the knowledge gained in the recitation. It should give opportunities to compare, sort, build, and group phonograms, words, and sentences. It should train the hand to execute, and teach self-reliance. It should provide much opportunity for silent reading.

The teacher should remember that it is difficult for young children to *think* sounds. The buzz that arises as they work at their seats should be under control, but it should not be

entirely suppressed. It is one sign of activity and interest. The pupils should know definitely the requirements of a seat-work exercise. They should be taught to care for the material used and to form habits of neatness in its arrangement. The teacher should so plan the work that it will not be too easy to hold the interest; on the other hand, its problems should not be so hard that children become discouraged in trying to solve them. All seat work should be supervised by the teacher.

Free-hand cutting, pasting, weaving, and drawing are valuable forms of seat work. They all call for sense training, and require thought and judgment in executing. In this way they help to solve the problems of learning to read, and they should form a part of the daily seat-work program.

Some children remember best what they hear, others what they see, and still others what they do. An exercise helpful to one may be profitless to another. Appeal should be made through all these avenues, with constant recognition of the active propensities.

## DRILLS

1. Phonic drill is given from letter squares and Phonic Charts to secure :

(*a*) *Flexibility of the vocal organs.*

(*b*) *Sight recognition and correct pronunciation of phonograms.*

Daily drill from letter squares and Phonic Charts insures constant review of the entire work.

2. Letter squares (see page 8) are cards containing (*a*) vowels ; (*b*) single consonants ; (*c*) blended phonograms of two or three letters. The position of the letter on the card indicates whether it is to be used as an initial or as an ending. Words or *word forms* (see page 17) are made when the initial phonograms are prefixed to the family names found upon the Phonic Charts or written on the blackboard.

*Expose the Charts.* — Reserve wall or door space where the Phonic Charts Nos. 1, 2, 3, and the six Equivalent Charts may be exposed *at all times* within easy view and touch of the pupils. Do not hang one over another. The pupils will form the habit of referring to them at difficult points in silent reading and in spelling or word-building exercises at the desks.

To save time in the drills, the letter squares containing known phonograms should be kept separate from the others. As new phonograms are taught, the number of letter squares in use will be increased. Thus, when *p* is taught, the letter squares p, pl, pr, sp, should be added to those used in the drill. When all the letter squares are in use, they should be separated into groups by means of rubber bands, in order that the teacher may know just where to look for a needed square. A few convenient groupings are : 1, the endings ; 2, the vowels ; 3, c, g, sc, qu ; 4, w, wh, th, h ; 5, t, r, b, d, pl, sl, tr.

## LETTER-SQUARES, PHONIC CHARTS

### LETTER-SQUARES

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | a | e e | i | o | u | | |
| b | c | d | f | g | h | j | k | l |
| m | n | p | r | s | t t | v | w | x |
| y | z | ch | sh | th | wh | bl | cl | fl |
| gl | pl | sl | br | cr | dr | fr | gr | pr |
| tr | sc | sk | sm | sn | sp | st | sw | tw |
| dw | qu | scr | shr | spl | spr | str | thr | thw |

| | | | | | | |
|---|---|---|---|---|---|---|
| Endings: | s s | e | ing | ed | er | es |

## PHONIC CHART. NO. 1.

| | | | | |
|---|---|---|---|---|
| ab | eb | ib | ob | ub |
| ad | ed | id | od | ud |
| am | em | im | om | um |
| ap | ep | ip | op | up |
| an | en | in | on | un |
| at | et | it | ot | ut |
| ag | eg | ig | og | ug |
| and | end | ind | ond | und |
| ash | esh | ish | osh | ush |
| ack | eck | ick | ock | uck |
| ank | esk | ink | onk | unk |
| amp | emp | imp | omp | ump |
| ang | elm | ing | ong | ung |
| atch | etch | itch | otch | utch |

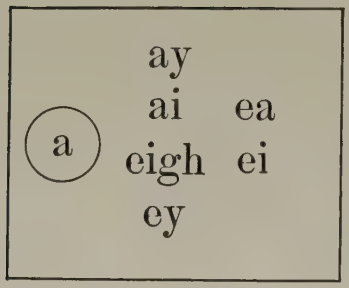
## PHONIC CHART. NO. 2.

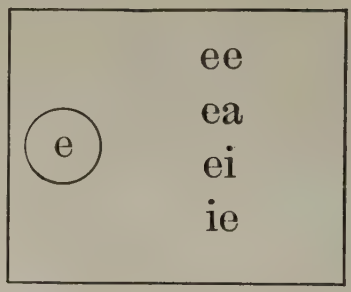
| | | | | |
|---|---|---|---|---|
| anch | ench | inch | onch | unch |
| ass | ess | iss | oss | uss |
| ant | ent | int | ont | unt |
| ast | est | ist | ost | ust |
| aft | eft | ift | oft | uft |
| ath | eth | ith | oth | uth |
| aff | eff | iff | off | uff |
| ald | eld | ild | old | uld |
| all | ell | ill | oll | ull |
| alt | elt | ilt | olt | ult |
| ow | out | oud | ound | oup |
| oy | oil | oin | ook | oom |
| ay | ail | ey | eigh | igh |
| aw | alk | east | oar | ew |

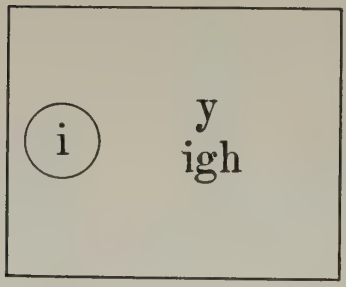
## PHONIC CHART. NO. 3.

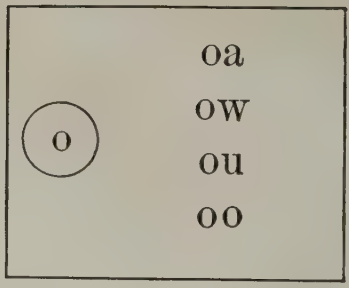
| ar | er | ir | or | ur |
|---|---|---|---|---|
| bble | tion | ake | adge | by |
| ddle | sion | eek | edge | cy |
| ffle | ous | ike | idge | dy |
| ggle | tious | oke | odge | gy |
| pple | cious | uke | udge | ly |
| zzle | cial | ear | ave | my |
| ttle | tian | ead | eve | ny |
| could | ften | augh | ive | py |
| would | sten | aught | ove | ry |
| should | stle | ax = | acks | sy |
| though | umb | ex = | ecks | ty |
| thought | eau | ix = | icks | zy |
| through | ph | ox = | ocks | y |

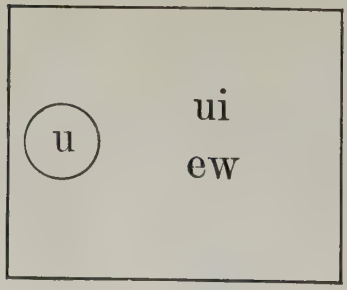
## EQUIVALENT CHARTS

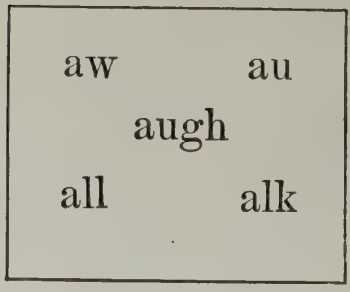


**3.** Upon the Phonic Charts (see pages 9, 10, and 11) are represented the majority of short-vowel family names in the language.

**4.** The short-vowel family is used as a base. From this, other families containing other vowel sounds are developed by considering the influence upon it of certain letters added or prefixed; for example, *e* final, added to all short-vowel families capable of taking it, converts them into long-vowel families, and shows the power of final *e* upon the next preceding vowel separated by a single consonant; as, *at*, *ate*.

**5.** As the chart drill affords no permanent combinations, it should be supplemented by lists of words, written in families, upon the blackboard. The lists should be rearranged frequently that many families may be included. Each word over the sounding of which there is the slightest hesitancy should be noted. These words form the base of the next rearrangement, and show the points on which the class needs further chart drill.

**6.** Select from a reader words for drill from at least fifteen or twenty advance pages. The words chosen should illustrate phonic points recently made or combinations hard to remember. These should be arranged in families upon the blackboard, and sounded, as in previous phonic drill. A word may be placed in several families according to the emphasis to be laid upon the combinations it contains; as, *summer* may be placed with the words containing a short vowel before a double consonant, also with words containing *er*; *spices* may be placed with long-vowel words, with those illustrating *c* before *e*, and with those in which *e* in *es* final is vocal. Power to read easily supplementary matter in which words are not classified phonetically is obtained by this exercise.

**7.** The Blending Drills of the Readers indicate that the phonic drill should relate intimately to the reading immediately

following. They supplement the chart drill. The words should be sounded from the book. They may also be written upon the blackboard and the list extended to include words of similar formation found in supplementary reading or in the Word List. After the stories for any one month or division are read, supplementary reading should be used until new phonic facts are taught.

**8.** Drills from the Word List. See Word List, page 123.

**9.** Drills from Equivalent Charts. See Drill for Seventh Month or Division, page 89.

**10.** Word Drill Cards.

Forty Word-Drill Cards give opportunity for effective, rapid drill in print. The cards are in two series. Each card presents thirty-two words for drill. The first series (numbering twenty-six cards) presents for drill families that are represented in Books One and Two. The second series (numbering fourteen cards) illustrates phonic rules, and provides drills by which the young child's confusion of sound and form between *m* and *n*, *b* and *d*, etc., is quickly lessened. The print of these cards is large enough to allow their use in class drills, but the cards are a convenient size for pupils to use in seat-work exercises.

**11.** Game Drills.

Challenge the child's love of play. All children take great delight in making and solving game problems. Make the game drills like the games they play at the play hour, in the spirit in which they are carried on. Note that in these games there is little deliberation, little waiting. Action is everything. Each child is interested in what his mates are doing, as well as responsible for his share in the game. The nearer the approach to this ideal in the game drills the more definite

will be the results. These exercises must appeal to the child as plays, not as tasks. Nineteen games are indicated for use in the first month. These will admit of many variations. No game should be prolonged until the children are weary.

### 12. The Teacher's Attitude during the Drill.

The teacher who uses the method correctly will find that she has very little talking to do during the progress of the phonic drill. Her work is to make rapid combinations of phonograms, to listen intently, and to make instant correction of mistakes. She should look into each child's face as he recites, and carefully watch the lips and the position of the vocal organs. Her eye will often detect an error in the comprehension of sound before her ear catches it.

In order to make this watchfulness possible, the class should be divided into groups for recitation. As a child develops power to blend and becomes a leader in the drill, he should be shifted from group to group until he finds himself with those who are making equal progress.

### 13. Concert Work.

Concert work may be used to advantage. It holds the attention of the class, gives the timid courage to speak out, and is of great assistance to many pupils in getting the blend. Much good work may be accomplished with the concert exercise, provided the teacher is alert for mistakes, and is careful to remove "leaders" from the group as soon as they develop. The exercise should be brisk and clear-cut. The last phonogram in a word should have as distinct articulation as the first.

Concert work should be ranked at its proper value. It cannot take the place of individual testing and drill. Each child must depend on himself. The teacher should know just how much each child knows.

## EXPLANATION OF TERMS USED

The points to be taught are:

I. Simple phonograms.
II. Blended phonograms.
III. Sight words.

"A **phonogram** is a graphic character representing a sound of the human voice." Ex. — m, a, ing, eight.

I. A **simple phonogram**, save for a few exceptions, represents a single sound. Ex. — t, aw, sh, ph, eigh.

This class includes:

(*a*) *All single consonants.*

(*b*) *Consonant digraphs*, ch, sh, wh, th, gh, ph, ng, ck.

(*c*) *The vowels*, a, e, i, o, u.

(*d*) *The diphthongs*, ow, ou, oy, oi.

(*e*) *Vowel digraphs*, ai, ay, ey, ea, ei, ee, ie, oa, oo, ou, ow, ui, ew, au, aw.

(*f*) *Vowel equivalents*, igh, eigh, augh, ough.

It is considered that no letter is silent in consonant digraphs, diphthongs, vowel digraphs, vowel equivalents, and doubled consonants in the same syllable, but that each letter partakes of the sound. Ex. — ta*ck*, t*ow*n, co*a*t, w*eigh*, te*ll*.

II. A **blended phonogram** represents a compound sound. It is a combination of simple phonograms uttered as nearly as possible with one impulse of the voice, and is used as a unit in the sounding of words. This class includes three subdivisions:

1. Consonant combinations used either as *initials* or *endings*.

Ex. — *Initials:* st, fr, cl, sc.

*Endings:* ly, ry, cy, ty.

2. *Family names* composed of a vowel, vowel equivalent, vowel digraph, or diphthong with its following consonant combinations. Ex. — ack, eight, oak, owl.

3. The union or blending of 1 and 2, giving *words* or *word forms.*

Ex. — stack, freight, cloak, scowl.

*Word forms* are combinations of initials and family names having the form of words but without meaning. They are produced in the phonic drill by means of the letter squares and Phonic Charts. They should not be presented to the child in a permanent form. The object of the drill is not the memorizing of words, but the power to blend instantly any combinations presented. The use of word forms allows greater rapidity than is possible if word combinations only are produced in the drill. They also illustrate rules, and are, in many cases, parts of words or syllables. Ex. — *cin der*, *suf fer*, *mut ton*, *tran som.* While the use of word forms is not absolutely essential to the development of the method, it is urged as an aid in securing the best results. A word containing a word form, as, *cinder*, will be recognized much more quickly by the child in whose phonic drill the word form *cin* has been included than by one not accustomed to seeing the phonogram.

III. *Sight words* are words taught as wholes, as in the word method. If possible, they are resolved into phonograms when the time for teaching the combinations comprising them has arrived. They include :

1. *Exceptions* to phonic rules.

Ex. — you, says, have, were.

The form and pronunciation of exceptions should be fixed by frequent use in sentences. When possible, they are included in the drill from the Phonic Charts.

2. *Key Words.* — These, on analysis, give a basis for the formation of other similar words.

Ex. — my, go, see.

## PHONIC FACTS FOR FIRST MONTH OR DIVISION

**I. Simple Phonograms.** — ă, f, l, m, n, ŏ, r, s, t, w, z, ch, sh.

**II. Blended Phonograms.** —

*Initials* — fl, fr, sl, sm, sn, st, sw, tr, tw, shr.

*Family names* — am, an, ann, as, ash, at, atch, ant, oll, om, on, oss, ot, off, oft, ost, otch.

**III. Addition of *s* to words and families.**

**IV. Sight Words.**—May, I, see, like, run, find, look, baby, to, play, sister, my, name, jump, brother, this, is, boy, come.

### Suggestive Names, Gestures, and Sounds of Phonograms

Teach and use the sound only, not the names of the letters. Find the sound of a given phonogram by pronouncing slowly words in which it appears; separate the sound in question from the other sounds of the word.

**a** — The lamb's cry or the happy baby's laugh, as in cat, man.

**f** — The cross cat's sound, as in fat, fell, staff.

**l** — The first sound heard in lock, lamb, last; last sound in fall.

A twist of the wrist, as when turning a key in a lock.

**m** — The cow's bellow, as in mat, mock, slam.

**n** — Shaking of the head, as in negation, as in nap, net, can.

**o** — The round sound, as in clock, pond, lock.

Circle made by bringing tips of thumb and forefinger together.

**r** — The cross dog's growl, as in rat, rim, ride.

**s** — The snake sound, as in sat, tops, pass.

**t** — The watch sound, as in tap, mat, sit.

**w** — The lip or wind sound, as in wag, wall, wont.
Lips puckered as though ready to form sound.

**z** — Bee sound, as in buzz, zeal.
Both forefingers extended from the temples to indicate the antennæ of bees.

**ch** — The engine sound, as in chill, chalk, Charlie.

**sh** — The hushing sound, as in wash, shell, shad.
Hand raised to suggest silence.

### Simple Phonograms

The association between many simple phonograms and their sounds is fixed through :

I. Stories or incidents.
II. Gestures.
III. Pictures.

I. *Stories.* — The sounds are likened to those heard in nature or in the routine of daily life. An apt illustration brightens the drill, helps the child to get the sound correctly, and aids in its retention. The stories should be short, and based upon a child's interest, the sound to be taught being introduced as often as possible. The letter square containing the phonogram should be presented, and the phonogram recorded upon the blackboard after the sound has been given and discussed. Frequent reference should be made to the written character, that the association between the phonogram and its sound may be established. The suggestive names and pictures given in the outlines for the different months indicate the thought or incident that may be used in teaching the sound.

II. *Gestures.* — These are made by the child as the associated sound is pronounced, or preferably by the teacher to recall to the child's mind a desired sound. Thus, the extended warning hand recalls *sh* ; puckered lips recall *w*. The suggestive

names serve the same purpose and are for the teacher's use alone. Both names and gestures are discontinued as the necessity for their use disappears, *i.e.* as the phonograms are learned.

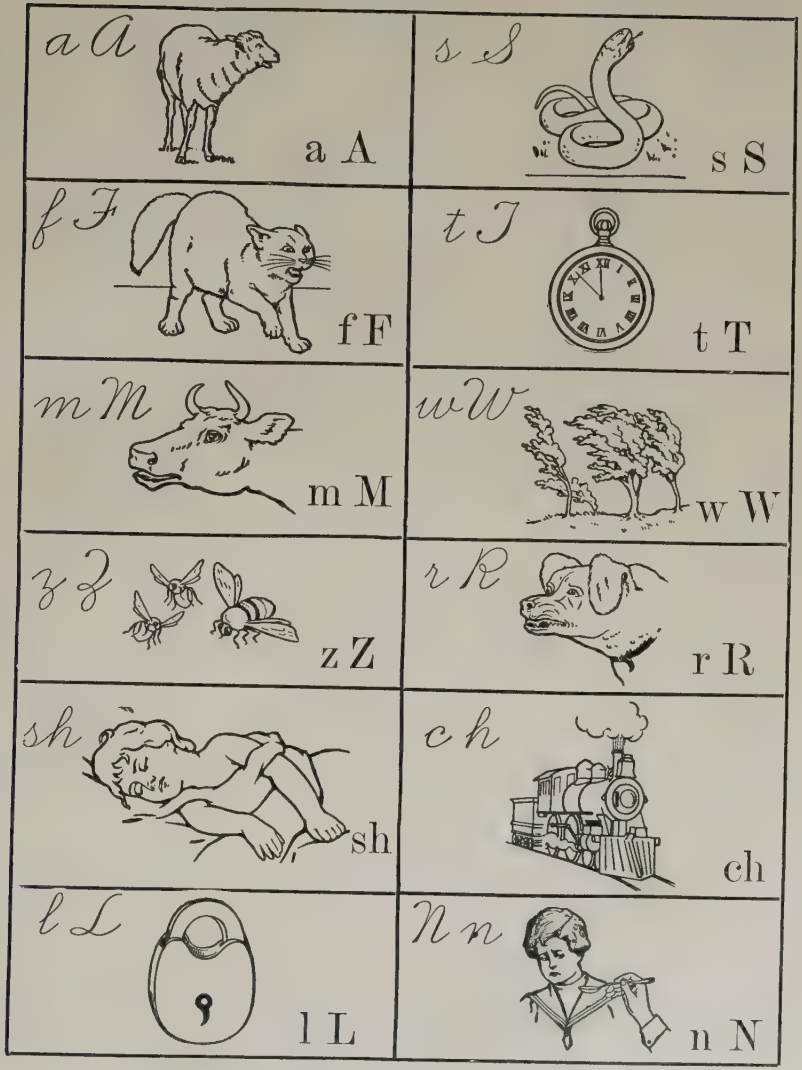
III. *Picture Charts.* — Picture Charts are valuable aids in teaching simple phonograms. They should be of good size, and, with the few exceptions noted in the illustrations, each chart should contain the four forms of the letter. Make the printed forms by means of stencils or rubber stamps and write the script in the style of writing used in the school. The picture is the associating link between the sound and its phonogram. Pictures may be drawn directly upon the chart, or those selected from school papers, etc., may be cut and pasted.

Hang the Charts one by one as the sounds they illustrate are presented, to form a border at the base of the blackboard or in some place in easy view of the pupils, where they can touch them. It is necessary for little children to touch as well as hear and see the things they are to know about. The Charts in this position are in constant use for reviews. Hand the child who does not recall the sound of a given phonogram, the letter square containing it. Tell him to match it on the Picture Charts. When he matches his letter, the picture beside it recalls the illustration used, and the sound of the phonogram.

When presenting a simple phonogram, pronounce it distinctly, in full view of the pupils, that they may have opportunity to observe and to get the sound through imitation. Do not, as a rule, call the child's attention to the position of his vocal organs, but note closely this position when he is giving a phonogram. An error in comprehension of sounds is quickly detected by this means. If the mouth is opened when *m* is to be sounded, the child is probably giving *n* instead of *m*, etc.

Make use of the incidents or happenings of the day. A child

## Picture Charts for First Month



may fall asleep; this is the time to present the sound of *sh*. Some one may tell of a trip from home; this is the opportunity to talk about the sound of the steam engine, *ch*. The teacher should remember that recitations *about* the sounds of letters are of little practical value in learning to read. Form and sound must be associated. She must make the association between the sound and its phonogram so close that seeing or hearing one form will recall the other instantly. Present first those sounds that are familiar and that seem most easily illustrated. Inspection of the thirteen sounds indicated in the heading for this month will reveal the fact that nearly all of them are known to the child through the ear as sounds of nature or of industry. With these sounds the teacher's work is very simple. All she has to do is to make them known to the eye — to make them visible by presenting the phonograms. When unfamiliar sounds are presented, she has more to do, for the sound itself must be taught. To hear, to enunciate, to recognize the phonogram is the natural order of instruction.

### Sight Words

The nineteen sight words of the month are in the spoken vocabulary of every child of school age. He is now to recognize the visible form of these words and to associate it with the familiar sound and meaning. The action words of the list should be taught first, then the nouns. Others in the list should be presented in phrases.

### Movable Chart

Print the sight words in letters of at least one inch in height, upon strips of cardboard four inches wide. This may be done by using: (1) brass stencil, (2) rubber stamps, (3) brush or rubber pen.

(1) and (2) are the best means of reproduction, as the letters are in actual print. With brush or rubber pen this is not often possible. The script word should be written plainly in large writing upon the reverse of the card. The words *I see*, *my name*, *this is*, *Is this*, should be grouped. The remaining words of the list should be printed upon separate slips. These slips form a movable chart to which additions are made as the sight words of the second month are taught. The words may be arranged and rearranged with rapidity and ease to form many sentence combinations. The blackboard work of the teacher is greatly lessened by this means, and the pupils have the advantage of comparing and reading sentences in both print and script.

(1) Place the group | I see | upon the blackboard ledge to be read. Cover *see* with the slip containing *look*, *run*, *jump*, in succession. Pupils read as the cards are placed.

| I look | | I run | | I jump |
|---|---|---|---|---|

(2) Place the group | I see | upon the ledge. Cover *see* with the slip containing *like*, after *like* place the group | my name |. Pupils read | I like my name |. Cover *name* with *sister*, *brother*, *to play*, etc. Pupils read as the cards are placed.

### Blackboard Sentences

The sentences should include, besides the nineteen sight words of the list: —

(1) The names of children in the class. These give a personal interest to the sentences.

(2) The phonic words formed in the drill: at, am, an, as, Ann, on, off.

Added interest and variety will be given to the reading by the use of simple outline blackboard pictures to complete the

thought of a given sentence. The teacher who can supplement her teaching power with simple blackboard pictures doubles her efficiency. Ex.: —

My likes to jump.

Baby likes to play

I see baby sister on my

In the sentence drills the teacher should never lose sight of the thought side of reading. The rapid changes in word combinations, possible through the movable chart, arouse the interest and attention of the child, but the reading of the sentences should never degenerate into mechanical drill — the calling of words that happen to be grouped.

Since the sight words used in these sentences are in the spoken vocabulary of every child, they are already associated with ideas — they are not empty sounds void of meaning. When presenting them, the teacher makes the child see that they are visible forms of spoken words. She should make him see that the written sentence is the visible form of the question or statement of ordinary speech. To do this, she should question as to the truth of the statement, and require the child to ask or answer the question, or do the action. She must

make sure that he thinks the thought of the sentence and is able to express it as he reads.

### Seat Work

Hectograph the simple and blended phonograms, phonic words, and sight words of the month upon manilla card in large plain writing. Make many duplicates in order that each child may have several copies of each word or phonogram. Space the writing so that when cut into small cards each containing one word or phonogram, no card will be shorter than one inch upon any side. Give each child a box or large manilla envelope containing a set of these cards.

(1) Write known phonograms in a row upon the blackboard. The pupils are to find the phonograms and arrange the cards in the same order upon the desk.

(2) The pupils are to sort the cards into piles, placing duplicate phonograms or words together.

(3) Write blended phonograms upon the board. The pupils are to find these among their cards, arrange them in order upon the desk, and build duplicates with single phonogram cards.

(4) Write sentences composed of sight words. The pupils are to build these sentences with sight word cards.

They should be allowed to whisper the sounds to themselves when working with the letter squares.

### Spelling

Exercise 1. Written spelling, page 106.

### Reading

Sentences from Movable Chart and from the blackboard. With some classes, Reading for First Month, pages 1–15, Book One, may be begun.

## OUTLINE OF WORK DAY BY DAY

### *First Day*

Phonograms: ă, sh, m, t, ch

SUGGESTIONS FOR PRESENTING PHONOGRAMS

**ă.** — Who has a little baby at home? How old is she? Do you love her? Can she talk? What does she say? I once knew a baby who said something like *ă*, *ă*, when she was happy. Does your baby ever say that? This (writing *a* upon the board) makes us think of what the happy baby says. See, it is on this card (shows letter square). You may all say *a*. What is this on the board, Mary? What is on the card, John? (Teacher writes *a* in several places on the blackboard.) Alice may find *a*. Willie may find it. What did Willie find, Edith? (Concert recitation should always be followed by individual recitations. The teacher should see that each child gives the sound correctly.)

**sh.** — Does baby stay awake all day? Are you noisy while baby sleeps? Why do you try to be still? If baby is sleeping when you get home from school, how could mamma tell you to be quiet without speaking aloud? She could hold up her hand so (raising hand to suggest silence), and say *sh*, *sh*. I will write *sh* on the board. You may all look at it and hold up your hand, saying *sh*, as mamma does. (Present Picture Chart.) What (pointing to *a*) does the happy baby say? What (pointing to *sh*) does mamma say when baby sleeps?

**m.** — I am thinking of an animal. I will tell you about it. It is large. It has two horns. It has a long thin tail with a tassel at the end. It chews the cud. It says *m*, *m* (teacher prolongs the sound). What is it? That is right; it is a cow. (Presents Picture Chart.) Tell me what the cow says; all to-

gether tell me; John tell; Elsie tell. This (writing *m*) is a picture of what the cow says.

**t.** — One night a little girl sat upon papa's knee. He took out his watch and held it close to her ear. "The watch talks to me, papa," said the little girl. "It says *t*, *t*, *t*." How many children in this class have heard a watch talk? You may listen to my watch. What did it say to you, Mary? What to you, John? You may all tell me what the watch says. This (writing *t* on the blackboard) will make us think of the sound the watch makes. It looks somewhat like the hand of the watch. Of what sound does it make us think? (Present Picture Chart.)

**ch.** — Ask different pupils about the way they spent the summer. Let those who went from home tell where they went and how they went. Those who rode on the steam cars waited at the station until the train came in. Teacher tells how she knows that the train is near. She hears the sound *ch*, *ch*. (Present Picture Chart.)

### Review

What sound is this (writing *a*)? What is this (*t*)? and this (*sh*)? Tell me this sound (*m*). Point to *m* (use the sound, not the name of the letter). Point to *a*, to *ch*, to *sh*. (Present the letter squares, a, sh, t, m, ch.) Find *ch*. Find *sh*. Place *a*'s card against the blackboard. What sound is on this card? You may play that the baby is asleep. Hold up your hands, saying "sh," as you go to your seats.

### *Second Day*

Review: ă, t, ch, sh, m

### How to recall the Sound of a Phonogram

If a child does not remember the sound of a phonogram after it has been taught, do not tell him what it is, and do not

repeat the story told when it was presented. This may seem an easy way to do, but it is not a helpful way. There are three legitimate ways by which the sound may be recalled : 1, by telling the suggestive name ; 2, by directing attention to the Picture Chart ; 3, by giving the appropriate gesture. By using these ways the teacher makes the child think — makes him do his part of the work. If she tells the sound when he cannot recall it, she does the work ; he is a passive agent and soon becomes inattentive and careless. Use of one or all of these methods seldom fails to bring the sound to mind, but if they do fail, put the child in charge of one (not the bright child of the class) who knows the sound. Let him take the forgetful one to the Picture Chart, repeat the story, or, in any way he can, impress the fact to be learned. Children delight in being mutually helpful. "Sometimes a child can help a child better even than the teacher can."

### Game Drills for obtaining Sight Recognition of Simple Phonograms

Obtain *individual recitations;* the goal is *individual power.* Cultivate rapidity in mental action.

(1) Place letter squares containing known phonograms in a row upon the blackboard ledge. The teacher says, "John may find *t* and hand it to me. Mary may give me *sh*," etc. Each child takes part in the exercise. The class helps by repeating the sound until the square is found. Then all clap hands.

(2) Require the sounds of phonograms to be given as the letter squares are presented in rapid succession. If a child hesitates, let the next tell.

### Script and Print

Both script and print may be used in the drills without confusion to the child. All blackboard work should be in script ;

the cards and charts afford extensive drill in print. The print and script forms of the letters are grouped upon the Picture Charts. Attention should be called to these when the Charts are presented, though at first emphasis should be laid upon the small letters. The script side of the letter square should be presented first. After the pupils can recognize readily the script form of several phonograms, a guessing game or a game of sharp eyes may be played: Turn the print side of letter square *m* to view. "What sound does this make you think of?" or, "Who can tell what is on the other side of this card?" Some child will be quick to see the resemblance in form to script *m*. Present the print side of other known letter squares. The letter *a* is the only one in which the two forms differ widely. To help in obtaining recognition of the print letter, cover the upper part with a blank card, thus, . The familiar script *a* is discovered in the lower part.

*Sight Words:* run, jump.

### Suggestions for presenting Sight Words

The teacher writes *run* upon the board, saying: "This is a word. It tells me to do something. It tells me to do this." (Teacher runs.) "All who know what the word said raise hands. Mary may whisper in my ear what she thinks it said." The word is written several times; each time the action is performed by the teacher and by those children who catch the thought, until every child knows what the word says. (Teacher calls or dismisses the class by pointing to the word *run*.)

*Jump* is written upon the board. The teacher says: "A little insect with long legs does this in the grass. Frogs do it; boys and girls can do it. I can do it. See!" (Teacher jumps.) "What does the word say? You may all do this" (writing *run*). "You may all do this" (writing *jump*).

### *Third Day*

Phonograms: f, r

**f, r.** — Speak of cats and dogs that are good friends. Let pupils tell of their own pets. What does the cat say when she fears a strange dog? She says *f, f.* How does the dog growl when he is angry? He growls *r, r.* (Present Picture Charts.)

#### Game Drills

As phonograms and words are taught, include the letter squares and word slips among the cards used in game drills.

Review previous games.

(3) Stand cards in a row on the blackboard ledge. All the pupils close their eyes. While the eyes are shut, the teacher or child touches a card. Pupils open eyes and try to find the card touched. For example, [m] was touched. First pupil asks, "Is it f?" touching [f]. Teacher answers, "No." Each child in turn tries to find it. If no one succeeds, the teacher tells.

(4) Pass three or four letter squares to as many children. They are to match the phonograms upon the Picture Charts and give the sound. Each child then stands beside the board on which known phonograms are written and holds his card in plain sight. The other pupils look along the line of cards to find, match, and sound the written phonograms.

*Sight Words:* I, see, the name of a child in the class.

Present script form upon the blackboard.

Read sentences formed with word slips: —

| | |
|---|---|
| I see ——. | Run, ——. (*Use child's name.*) |
| I run. | Jump, ——. |
| I jump. | I see —— jump. |

*Fourth Day*

GAME DRILLS

Review all games.

(5) Distribute letter squares and word slips to those who tell correctly the sounds represented upon them. See who holds the greatest number of cards at the end of the exercise. (Provide duplicate cards.)

(6) Each child, holding the squares he had at the close of the last exercise, goes to the place at the blackboard assigned him by the teacher. He places each square right side up on the ledge. He plays that they are cows, sheep, or birds, according to the name given to the game. The pupils listen attentively as the teacher calls the flocks home. She says, "I wish *sh*," enunciating very clearly and distinctly, so that there may be no question about the sound asked for. Each child inspects his squares to find the one marked *sh*. Those who find it run quickly to the teacher, giving the sound as they hand her the square. The teacher continues to call until all the flock is at home.

*Sight Word:* find.

Form with word slips, *I find.*
Review previous sentences.
Read from the blackboard: —

I see a

I find a

I see a

I find a

### *Fifth Day*

Phonogram: z

z. — I am thinking of a busy little insect. It flies among the flowers. It has two little feelers on its head. (Teacher makes the gesture.) It makes honey. It sings a little song. Tell me what the insect is. Yes, it is a bee. This is the song of the bee, *z*, *z*, *z*. Let us play that we are bees. (All make the gesture and give the sound.) Teacher writes *z*, presents Picture Chart, shows the letter square, calls for individual recitations.

#### Game Drills

Include all phonograms and words in the drills.

Review previous games.

(7) This drill may be used at the close of the recitation or just before recesses. In it the children form in line for passing. Those who can name a phonogram or word at sight as the teacher presents the letter squares rapidly, one after the other, pass first. Those who hesitate, take the card from the teacher and remain in line for a second or third chance. The teacher assists them to recall the sounds of phonograms by making use of the suggestive names.

*Sight Word:* like.

Form with word slips, *I like.*

Review previous sentences. Read from the blackboard.

I like

I like

I like a

I like a

## Second Week

### *Sixth Day*

Phonogram: w

**w.** — Speak of Indian mother and her pappoose. The pappoose's cradle hangs in a tree. Baby is rocked to sleep by the soft winds; hears them make the sound *w*, *w*. (Present Picture Chart.) Pappoose hears the bees as they fly by. They make the sound *z*, *z*.

### Ear Training

Pronounce distinctly a word beginning with a sound already taught. The pupils are to tell the initial sound and to give other words beginning with the same sound.

### Blending

Consonants are blended, used as initials.

Ex. — tr, fr, tw.

A vowel sound is blended with following consonants to form family names.

Ex. — at, ash, atch, am, aff.

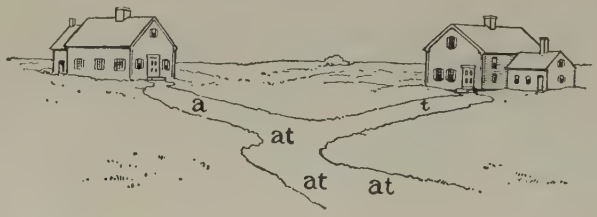
All blended phonograms are uttered as nearly as possible with one impulse of the vocal organs.

Pronounce: *tr* not *t-r*, *ash* not *a-sh*.

The teacher may readily assure herself regarding the pronunciation of blended phonograms by pronouncing slowly monosyllables in which they occur. The value of the phonogram will be made evident by making a slight pause between the initial letters and the family name; as, *cl* is heard in *cl*-ock, *cl*-am, *cl*-ay, *cl*-ick; *bl* is heard in *bl*-ack, *bl*-end, *bl*-ow, *bl*-each. The phonogram is to be sounded as it is *heard* in such words.

Illustrate the blending of sounds by representing them as

walking and talking together. Sketch in simple outline a sketch upon the blackboard : —




Pretend with the pupils that *a* lives in the house on the left, that *t* lives in the house on the right. When *a* reached the corner on its way to school, it waited there for *t* to come. When they met they began to talk as children do when they meet a playmate. Listen to what they say as they walk along together, *at*, *at*, *at*. *At* is the first blended phonogram. After these sounds are blended, do not drill upon *a* and *t* separately. Drill upon the combination *at*.

Erase *t* from the sketch. Play that *t* has moved away and that *m* lives in his house. *A* and *m* walk down the paths, meet, and talk, saying *am*. Erase *m*, substitute *sh*, form *ash*. Erase *a*, write *o* in its place, form *ot*, *om*, *on*, etc. In a similar way, form *tr*, *sl*, *tw*, *sm*, etc.

Also illustrate the blend by holding letter squares in the following positions, the sound being given as the square is presented :

(1) [a] . . . . . [m]

(2) [a] . . . [m]

(3) [a][m]

Repeat rapidly several times, bringing the cards nearer together at each sounding until the sounds blend easily as the cards are

overlapped. Present the overlapped cards (Fig. 3) for sight recognition.

*Seventh Day*

Phonogram: ŏ

ŏ. — Teacher presents a ring. Show me something as round as this ring. Open your mouths; make the opening round as a ring. Say *o*, *o*, while your mouths are open. *O* is the round sound. The letter is round. Your mouths have a round opening as you say *o*, *o*. (Present Picture Chart.)

Blend *o* at once with known phonograms to form *ot*, *om*, *osh*, *off*, *oz*, *otch*.

Drop drill upon all simple phonograms when they can be recognized at sight, in favor of drill upon blended phonograms in which they appear. Extensive drill upon single sounds leads to explosive or faulty enunciation; *b* becomes *bŭ*, *d* becomes *dŭ*, *l* becomes *ŭl*, *h* becomes *ha*. The effort to make the sound distinctly and the interest of the exercise tend to produce this deterioration of sound. The direct result of such drill upon single letters is that blending or combining sounds becomes much more difficult than it need be to many children, particularly so to those who are not ear-minded.

### To recall Blended Phonograms

If the sound of a blended phonogram cannot be recalled, cover the last letter while the child sounds the first; then cover the first letter as he sounds the last. Remove the cover and let him pronounce the phonogram. Some children obtain clear perception of the blend readily; others require considerable drill before it dawns upon them. It is often advisable to assist a child who is not ear-minded, in pronouncing the first blended phonograms.

Do not defeat the object of the drill by attempting the

wearisome task of teaching blended phonograms as wholes, to be remembered as units. Simple phonograms must be learned in this way, but sight recognition of blended phonograms comes slowly and surely through frequent games and drills, and the constant application and growth of the power to blend one sound with another. Sight recognition is the goal; while striving to reach it, however, the child should retain the power to give any part of any phonogram if required. He should be able to analyze as well as build the phonogram.

### Three Sets of Cards to be used in Game Drills

Print all family names as they are blended upon slips of cardboard by means of brass stencils or rubber stamps, or obtain these family names in this form by cutting a set of large Phonic Charts into strips.

Three sets of cards are now available for use in game drills: —

(1) Letter squares.

(2) Sight word slips.

(3) Family name slips.

As phonograms are blended, include the squares or family name slips with the cards used, in order to keep all facts taught in constant review.

### Game Drill

(8) The teacher presents letter squares and word slips in rapid succession. Each child buys a ticket for his seat — sounds the phonogram presented to him.

*Sight Words:* brother, a child's name.

Read the following sentences from word slips: —

| | |
|---|---|
| I see brother ——. | See brother run. |
| I like brother ——. | See brother jump. |
| Find brother ——. | See —— jump. |

*Eighth Day*

Phonogram : s

s. — A cat was playing with something in the field. This had no feet, no legs, no hands, no arms. It climbed a little bush, and ran so quickly here and there that kitty could not catch it. What do you suppose it was ? It makes the sound, *s*, *s*, when it is frightened or angry. This is a picture of it. Show Picture Chart of snake.

*Blend :* oss, ost, sw, st, sn.

### Addition of s to Families and Words

Blend final *s* with family names upon the blackboard and place the letter square [s s] after known sight words for blending. Final *s* after *p*, *t*, *k*, or *f* is sharp like initial *s* or *ss*. It is difficult to give *s* this sharp sound after other letters. In speech, *s* in this position usually takes the sound of *z*. Test this statement by pronouncing these phonograms : —

| *s sharp* | | *s like z* | |
|---|---|---|---|
| jumps | ats | runs | ams |
| likes | affs | finds | as |
| packs | whiffs | sees | brothers |

The teacher should know why and when the *z* sound of *s* is used, but it is not advisable to present this as a teaching lesson to little children. Assist them in their first efforts to blend final *s* with words or families that require the *z* sound. Let them get it by imitation. Afterward they will slur the sound of *s* when necessary and do it, as we do, unconsciously.

*Sight Words :* to play.

Read sentences formed with word slips, or in script from the blackboard. Present phrases for separate drill.

| | | |
|---|---|---|
| Brother plays. | to run | to find |
| Brother jumps. | to jump | to play |
| Brother runs. | to see | to see brother |

I like to play, —— to run, —— to jump, —— to see brother.
Brother likes to play, —— to jump, —— to find ——.
I like to see —— play, —— jump, —— run.

### Game Drills

(9) Present a card to each child in turn round the class. He is to sound the phonogram or say the word. Each child takes the card he has sounded correctly. Work rapidly. If a child hesitates, pass to the next. Give the hesitating ones other chances to tell, but do not let the exercise drag by waiting for them to say what they do not know. When all the cards have been passed out, the teacher announces that she is ready to take pictures.

*Child.* — Will you please take my child's picture?

*Teacher.* — What is your child's name?

The child holds the letter square up to view, and gives the sound. The teacher writes the phonogram.

The game should be changed with each turn around the class. The changes must be made rapidly, or attention will lag and desired results will be lost. Do not waste time with elaborate game devices. These should be time savers, not time wasters. The teacher should say simply, "Let us play something else," then name the next game, or accept the game suggested by the class. It will be seen that the new game is in many cases the old game under a new title.

The blackboard may be:

(10) A post office. — Each child says, "Please post this letter."

(11) A table to be set. — Each child has a dish for the table.

(12) A Christmas tree. — Each child hangs a present on the tree.

(13) A bank. — Each child puts money in the bank.

(14) An automobile. — As fathers and mothers, the pupils send their children for a ride. Etc., etc.

The games are played until the blackboard is full or all the squares and slips have been returned to the teacher.

Another series of games in which the phonograms are erased from the blackboard, one by one, as they are correctly sounded by the pupils, provides opportunity for interesting and valuable oral language exercises. These should be used as rest exercises between the games. As in the games upon the playground, the inattentive, careless child who cannot do his part loses the privilege of the game. This is more of an incentive to attention and effort than any amount of urging on the part of the teacher. The games proceed: —

(15) The blackboard filled with phonograms and words is the post office.

Each child in turn says, "I see a letter for me."

Teacher says, "Touch it, and tell what it is."

Child chooses a phonogram and gives the sound as he touches it with the pointer.

Teacher erases, — gives it to the child. Those who cannot choose and sound quickly and correctly do not receive a letter, and are not allowed to join in the language exercise that follows. In this, each child in turn faces the class, places his hands as holding a letter, and plays that he is reading it aloud as he volunteers a simple statement. *This is the beginning of original language work.* It calls into play the constructive imagination. At first the only requirement is that the statement should be interesting.

(16) Blackboard is the bank. — Pupils draw money.

Language exercise: Tell what is to be done with it.

(17) Blackboard is a Christmas tree. — Pupils choose gifts.
Language exercise: Unwrap and tell what the gift is.
(18) Blackboard is fruit stand. — Pupils buy fruit.
Language exercise: Tell what it tastes like.

### *Ninth Day*

Phonogram: n

**n.** — A little baby could not talk, but he could understand what was said to him. When mamma put him in his carriage, he nodded his head and laughed for joy. When she wished to take him out of the carriage, he shook his head and said "*n! n!*"

*Blend:* an, Ann, ant, on, sn.

#### Game Drills and Language Exercise

(10) Post Office. (11) Setting Table.
(12) Christmas Tree. (16) Drawing Money.

*Sight Words:* my name, child's name.

Read sentences from the blackboard:

my name. I see my name.
my brother. I like my name.
See my name. I see my brother's name.
See my brother. I like my brother's name.

#### Action Sentences

Run to brother. Find my name.
Run to ——. Find my brother's name.
Run to ——. Find my brother.

The child who reads the sentence chooses another child to do the action.

*Tenth Day*

Phonogram: l

1. — What is this (showing a key)? How is it used? Say the word "lock" slowly — "l ock." Now say the first part of the word alone, "l." This (showing phonogram) is a picture of the sound *l*. Play it is a key. Make the gesture as though turning a key in the lock as you say, "l, l." (Present Picture Chart.)

*Blend:* oll, sl, fl.

Game Drills and Language Exercise

(13) Bank. (10) Post Office.
(11) Setting Table. (17) Christmas Tree.

*Sight Words:* this is.

Read sentences from word slips and from the blackboard:

my name.
This is my name.
This is ——.
This is brother ——.
—— runs.
—— jumps.
—— is a
—— is my brother.
This is my
This is my
My name is ——.
I see my name.

Third Week

*Eleventh Day*

Review all phonograms and words by means of Game Drills.

(9) Taking Pictures. (11) Setting Table.
(14) Automobile. (18) Fruit Stand.

*Sight Words:* May, sister.

With word slips present:

| | |
|---|---|
| sister May. | May likes to run, — to jump, — to play. |
| my sister. | I see May jump. |
| I see May. | My name is May. |
| I find May. | Brother's name is ——. |
| Find May's name. | My sister's name is ——. |
| Jump, May. | I see my sister's name. |
| Run, sister. | Brother sees May's name. |
| Run, May. | Brother runs to sister. |
| I find sister. | Sister runs. |

*Questions*

| | |
|---|---|
| May I jump? | May I find brother's name? |
| May I run? | May I find sister's name? |
| May I play? | May I find May? |

*Twelfth Day*

Review by means of Game Drills:

(2) See page 28.

(5) and (6) See page 31.

*Sight Words:* baby, is this.

Select sentences for reading from the following:

| | |
|---|---|
| I see baby. | Is this baby? |
| I see my baby brother. | Is this baby sister? |
| I see baby sister. | Is this baby brother? |
| This is my baby brother. | This is my baby sister. |
| This baby runs. | Sister sees baby. |
| Baby likes to play. | Brother sees baby. |
| Baby's name is May. | I like to see baby play. |
| I like baby's name. | Baby sees sister May. |

Find baby.
Find baby's name.
Run, baby.
Play, baby.
Find brother, baby.
Find sister, May.
May runs.
Baby plays, — jumps.
Baby sees sister jump.
Run to May.
Run to brother.
Baby, run to brother.
Brother runs.
Baby runs.

Write the sentences upon the blackboard. Give each child a word slip. He is to match the printed word upon his slip with a script word upon the board. Each child reads the sentence in which he has matched a word.

*Thirteenth Day*

Keep all facts in constant review through Game Drills.

(7) See page 32.
(10) Post Office.
(14) Automobile.
(16) Drawing Money.

*Sight Word:* look. *Phonic Words:* am, at.

Present:

I am May.
I am brother.
Look at baby.
Baby sees brother.
Look, brother.
Look, baby.
Baby looks at May.
Sister looks at baby.
I look at brother.
See brother jump at baby.
I look at baby.
I look at May.

*A* and *the* should never be separated from their nouns. They take the obscure sound of the vowel or are slighted in the pronunciation of the phrase. Give phrase drill: —

a baby.
a baby brother.
a name.
a baby's name.
May I see the baby?
a sister.
a brother.
the baby brother.
the baby sister.
Look at the baby.

### *Fourteenth Day*

*Game Drills.* Pupils choose games to be played.
*Sight Word:* boy. *Phonic Word:* on.

Present:

I am a boy.
My name is ——.
I see my brother.
Baby likes boys.
Boys run.
Boys jump.
Boys play.

May is on a

Boys like to run, — to jump.
Boys like to play.
Is this my baby sister?
Is this my sister May?
Boys like baby.

I see brother on a

### *Fifteenth Day*

*Game Drills.* Pupils choose games to be played.
*Sight Word:* come. *Phonic Word:* off.

Present:

Run off.
Jump off.
Come, May.
Come, baby.

Come to sister.
Come to brother.
Come to May, baby.
Come to sister, baby.

Read many review sentences.

## Fourth Week

Use this week for reviews and for giving extra time and attention to laggards or those who for any reason are not up to grade. Rearrange the class grouping so that this may be done effectively. Work for sight recognition of all words and phonograms.

### Game Drills

(19) Use the Phonic Charts in the games. Upon Phonic Chart No. 1 a number of short *a* and short *o* families can be blended and recognized. For example, at, am, atch, ot, ost, oll, etc. Pupils close their eyes while the teacher touches one of these known phonograms. The game proceeds as in game No. 3, page 30.

Other games and devices for the use of letter squares and charts will occur to the practical teacher. In the games and drills, no deliberation over the recognition of phonograms should be allowed. It should be instantaneous or not at all.

With some classes or with some class divisions, Book One may be taken and reading for first month begun.

## PHONIC FACTS FOR SECOND MONTH OR DIVISION

**I. Simple phonograms.** — b, c, d, g, h, ĭ, j, k, p, q, ee.

**II. Blended phonograms.** —

*Initials* — bl, cl, gl, pl, br, cr, dr, gr, pr, sc, sk, sp, dw.

*Family names* — ab, ad, ag, ap, ack, amp, and.
ob, od, og, op, ock, omp, ond, ont.
ib, id, if, ig, im, in, ip, is, it, ich, ick, iff, ift, ilk, ill.
ilt, imp, inch, ind, int, ish, iss, ist, itch.
eech, eed, eef, eek, eel, eem, een, eep, eer, eet.

**III. Placing of initial consonant.**

**IV. Sight words.** — Rose, ball, leaves, kitty, have, are, little, yes, pretty, with, where, what, for, oh, girl, old.

*Key Words:* my, me, go, you, find.

### Suggestive Names

**p** — Puffing of steamboat, as in pat, puff, trap.

**d** — The doves' sound, as in dot, doll, rod.

**b** — The first sound heard in bag, bell, bite.

**g** — The bottle sound, as in go, give, guess. This sound is heard when water is poured from a narrow-necked bottle.

**h** — The tired sigh or the dog's pant, as in hat, home, hod.

**j** — The first sound heard in Jack, Jill, jet.

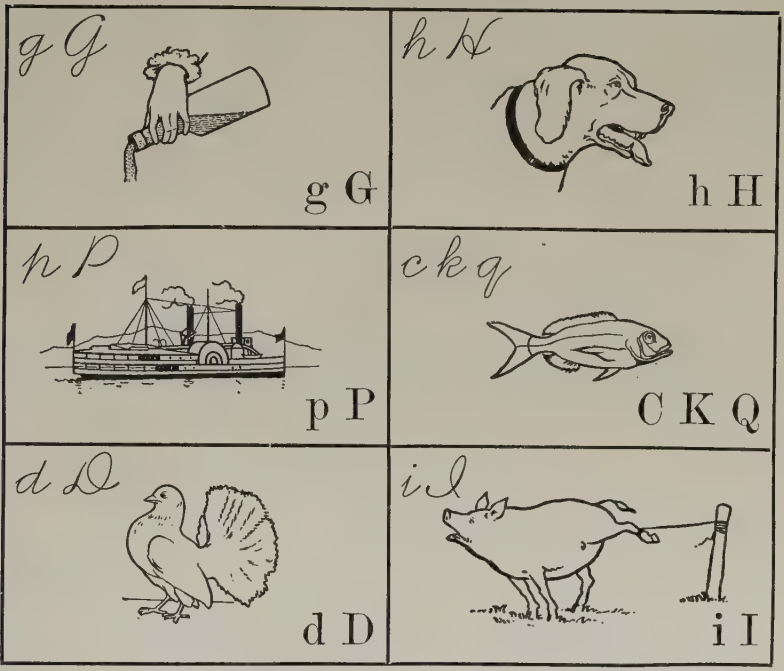
**c, k, q** — The choking sound, as in cat, pack, kill.

**i** — The squeak of the mouse or the little pig's cry, as in it, in, ill.

**ee** — Twin sounds, as in see, meet, feet.

To assist the child in comprehending a sound, the teacher should place her vocal organs in the correct position for its enunciation.

## I. Picture Charts




### Seat Work

(1) Hectograph in large, plain writing the phonograms and sight words of the month upon manila card. Cut as directed in seat work for First Month, and continue the exercises of that month.

(2) Place phonograms in large writing upon the blackboard. Require each pupil to trace a phonogram a given number of times and then write it beside the copy.

### Spelling

Exercise 1. Written Spelling, page 106.

### Reading

Print the sight words of the month upon slips of cardboard and add them, as they are presented, to the Movable Chart. Also use them in sentences upon the blackboard. Let each child read two or three sentences at a time.

### First Book

Reading from the First Book should be a daily class exercise. Under Reading for First Month or Division, pages 1–15, sentences composed of the sight words of the month are grouped into simple stories. It is probable that the pupil has read every one of these in print from the Movable Chart, or in script from the blackboard. No problem appears in the division that he is not able to solve at this time. The new feature about this reading is the use of the book and the recognition of the words in smaller print than has been used before. Reading for the First Month should be read as the phonic work for the second month is in progress. Many classes will finish the division before the end of the second month. With these, Reading for the Second Month, pages 16–42, should be begun.

The book should be placed in the hands of the pupil during at least one study period each day. He should be encouraged to read the stories under Reading for the First Month by himself, and he will take delight in doing so. The habit of independent reading will be formed as he is engaged in this pleasant and profitable seat work.

### Key Words

A key word is a sight word through which the child masters other words of the same family. When the key word *me* can be recognized at sight, cover *e* while *m* is sounded by the class; cover *m* while *e* is sounded. Both letters are uncovered as the

word is pronounced. Present for sounding *we*, *she*, *be*, etc. In a similar way analyze *my* and present *by*, *fly*, etc. Analyze *go* and present *no*, *so*, *lo*, etc. Affix *r* to *you*, forming *your*. Write each set of words obtained from the key word in a column, that the similarity of construction may be plain, and drill thoroughly.

| Ex. my | go | me | you | find |
|---|---|---|---|---|
| cry | no | he | your | kind |
| try | *do* | she | | |
| dry | *to* | we | | |

When the *go* words are easily recognized and sounded, complete the column by adding the two exceptions *to* and *do*. Underscore or inclose exceptions in parentheses, that the child may note these words easily.

## First Week

### *First Day*

Phonogram: ee

*Blend:* eet, eer, een, eem, eel, eef, eech.

Drill in print from the Charts: Place the letter square [e e] before *em*, *en*, *et*, on Phonic Chart No. 1 to form *eem*, *een*, *eet;* place it before *er*, on Phonic Chart No. 3 to form *eer*. When *b*, *d*, and *p* are known, *eb*, *ed*, and *ep* will be used in this drill.

*Key Word:* me. *Blend:* me, she, we.

Cover the first letter in the phonogram *ee* on Equivalent Chart *e* with successive initials to form *me*, *she*, *we*. When *b* and *h* are known, these initials will be used in this drill.

### Game Drills

Keep all facts in constant review by means of games.

Pupils close their eyes while the teacher forms [ e]et upon

Chart No. 1. When the eyes are opened, the first pupil takes the letter square and places it to make one of the *ee* phonograms upon the Chart, pronouncing the phonogram he has formed, and asking if it is the one the teacher made. Each child in turn tries, until some one succeeds in forming the right phonogram.

Pronounce distinctly words containing known phonograms. The pupils are to tell the sounds they recognize.

*Sight Words:* what, child's name.

Present the following sentences:

| | |
|---|---|
| What is this? | See, baby. See me jump. |
| This is baby. | We run. We jump. |
| What is baby's name? | We like to play. |
| Baby's name is ——. | Come, baby. |
| What may baby see? | Run to brother. |
| Baby may see me. | We like to see baby run. |
| Baby likes to play. | She likes to jump. |
| What may she play? | She likes to play. |
| She may jump. | She likes to see me run. |
| She may run. | She likes to see me jump. |

The sentences in the first column may be read as a dialogue by two children; or one child may ask the questions and the class may answer in concert. Again, the child who asks the questions may choose different children to answer them. He should name the child who is to answer, as he asks the question; as, "What is baby's name, Alice?" "What may she play, John?" This exercise helps in obtaining ease of expression.

### *Second Day*

Phonogram: p

*Blend:* sp, pr, pl, ap, op, amp, omp, eep.

### Game Drills

Include all new phonograms in the games. Play No. 5 and No. 6, see page 31. The cards may be placed on the desks for inspection as the teacher calls for them.

*Sight Words:* little, girl.

Present:

a little brother.
a little sister.
a little baby.
Come, little sister.
Run, little baby.
I see little baby, May.
Run to sister, little May.
Run to brother, little baby.
Baby likes to see the girls play.
Baby likes to see the boys jump.

### Something to Do

Come, little girls.
Come, little boys.
Run to me, girls.
Jump, boys.
Jump, girls.
Run off, boys.

## *Third Day*

Phonogram: g

*Blend:* gr, gl, ag, og.

### Game Drills

Play games in which the Phonic Charts are used.

*Key Words:* you, find. *Blend:* your, mind, grind.

Present: —

I see you, ——.
I see you run.
I see you jump.
I see you, May.
I see you jump.
I see you run.
Is this your brother?
Is this your sister?
Is this your little sister?
Your brother runs.
Your sister runs.
Your baby sister likes to play.

*Fourth Day*

Phonogram: ĭ

*Blend:* im, in, is, it, itch, ich, iff, ift, ill, ilt, inch, int, ish, iss, ist. Give rapid drill from Phonic Charts Nos. 1 and 2 upon these families. When *b*, *d*, *p*, *c*, *k* are known, the short *i* families containing these phonograms will be included in this drill from the Charts.

GAME DRILLS

Include the short *i* families in all games.

*Sight Word:* Rose.

Present:

What girl is this?
This is Rose.
What is your name?
My name is Rose.
Is Rose your sister?
Rose is my little sister.
Is your sister Rose little?
Is Rose a little girl?
I like Rose.
I like roses.
See this rose, May.
See this little rose.

*Fifth Day*

Phonograms: c, k, q

*Blend:* cl, cr, sc, sk, ack, ick, ock, ilk, eek.

GAME DRILLS

Review by presenting cards in rapid succession, all simple and blended phonograms and sight words.

*Sight Word:* have.

Present:

What have you?
I have a rose.
I have a little sister.

I have a brother ——.
I have a baby sister.
Have you a brother?

Have you a little

Have you a little

## Second Week

### *Sixth Day*

### Blending of Initial Consonant

Develop the blend between the initial and the family name as follows: —

Overlap two letter squares to form [a][t] and present for sight recognition, holding the overlapped cards in the left hand. With the right hand, present the letter square [r], saying, "This is the name of a little animal that runs around after dark, *r -at*, *r-at*, *rat*. All sound *rat* as I show the cards." Make rapid changes of the initial letter squares: "This word will tell us what all boys and girls should be. Sound, *f -at*, *f-at*, *fat*." "This is what the cat sleeps on. Sound, *m -at*, *m-at*, *mat*." "This is what we wear on our heads. Sound, *h -at*, *h-at*, *hat*," etc.

Form other family names with overlapped letter squares. With these, present initials in rapid succession; keep and increase the interest by comments on the words as the children sound; as, "This is what we have for breakfast, *h -ash*, *h-ash*, *hash*." "This is what mother does to potatoes, *m -ash*, *m-ash*,

*mash.*" "This is what we hear when dishes fall, *cr -ash, cr-ash, crash,*" etc.

Repeat each drill rapidly several times, bringing the cards nearer together at each sounding till the union of sound produces the word. Drill till the blend is complete as the cards are overlapped.

### *Seventh Day*

Write words on the board, saying: "Sound these words. I will make a picture of what each word says after you sound it."

Children sound: Teacher draws with simple outlines:

m -at mat

r -at rat

h -at hat

c -at cat

s -at sat

Require each child to sound one of these illustrated words before passing to his seat. Those who have gained perception of the blend will do this with little difficulty, as the picture helps in getting the word.

Write family names upon the blackboard: *an, at, ash, op,*

*eet, ilk.* By means of the letter squares, present a succession of initials to be used with them as in the previous exercises, or prefix the same initial to each family name; as,

| m | an, | m | at, | m | ash, | m | op, | m | eet, | m | ilk.

Write words arranged in families on the blackboard; as,—

| | | |
|---|---|---|
| rat | man | mash |
| fat | plan | trash |
| mat | ran | flash |

Sound the words in columns, covering and uncovering the parts of each word as they are sounded.

*Sight Word:* yes.

Use *phonic words* can, cat, ran, from, milk, in sentences upon the blackboard with review sight words:

| | |
|---|---|
| Is this your cat? Yes. | She ran from my brother. |
| Can your cat run? | My cat likes me. |
| Yes, my cat ran off. | She likes milk. |

### *Eighth Day*

Write twenty-five or thirty words from list No. 1, page 61, in columns upon the blackboard, and sound. Make as many columns as there are family names represented in the words selected. Insist on accurate enunciation. Work for instant recognition of phonograms and comprehension of the blend between the initial and the family name. Use both concert and individual drill.

### Game Drills

Pupils close their eyes while the teacher touches a word in one of the columns. When eyes are opened, each child in turn tries to guess the word touched. First child touches *fat*, say-

ing, "Is it *f-at*, fat?" Second child touches *mash*, saying, "Is it *m-ash*, mash?" If no one guesses the right word, the teacher tells. Work rapidly.

*Sight Words:* pretty, leaves.

Use *phonic words* can, toss, not, catch, in sentences with review sight words :

| | |
|---|---|
| Come, play toss. | I like to play toss. |
| Play toss. | Toss to me. |
| Can you catch? | Toss to May. |
| I can catch. | May cannot catch. |
| See me toss to you. | She can run. |

### *Ninth Day*

Write words from list No. 2, page 61, in columns upon the blackboard, and drill as on the previous day.

Drop separate drill upon blended phonograms when they can be blended with facility, in favor of drill where the initial is blended with the family name. Extensive, isolated drill upon the initial combinations leads to error in enunciation, *bl* becomes *bŭl*, *cr* becomes *cŭr*, etc.

The child should not be allowed to sound the letters of a word separately. They should be grouped as in the drill. Sound :

1. The initial combination uttered as nearly as possible with one impulse of the voice. It is not made emphatic or prolonged.
2. The family name.
3. The word pronounced.

Ex. — 1 tr 2 ack 3 track

A slight pause should be made between 1 and 2.

Reverse this method of sounding by first presenting the

family name to be sounded, then present the initial. This is to be blended at once with the family name to form the word.

Ex. — 1 ack 2 track

Both methods should be used.

In sounding longer words, a slight pause will naturally be made between the syllables.

Ex. — 1 un 2 der 3 stand 4 ing 5 understanding

By the second method:

1 ing 2 anding 3 erstanding 4 understanding

*Sight Words:* with, old.

Use *phonic words* frog, log, green, old, swim, in sentences with review sight, words:

Can you swim, ——? Yes, it is an old green frog.
Yes, I can swim. See it swim off.
I can swim to that old log. You can swim, old frog.
Can you see what is on the log? We like to see you swim.

### *Tenth Day*

Drill from the Phonic Charts Nos. 1 and 2, blending initials with known family names; as, r|at, m|at, f|at; l|atch, m|atch, sn|atch; c|ost, l|ost, fr|ost. Avoid, during this month, the use of *c* and *g* before *i*, of *w* before *a*, and of all other combinations that do not take the short vowel sound.

Ex. — son, put.

Do not restrict the chart drill to words only. Word forms (see page 17) provide valuable vocal drill, and they should be sounded as they are formed in the drill.

Ex. f|ap f|ip f|op
m|an m|in m|on

With the exceptions mentioned above, blend any known initial with any known family name.

*Sight Word:* ball.

Use *phonic words* spin, top, Tom, still, in sentences with review sight words:

| | |
|---|---|
| I have a green top. | Spin tops with me. |
| Have you a top, Tom? | Can your top spin? |
| Yes, I have an old top. | My top can spin, spin, spin. |
| Is your top green, Tom? | Come on, boys, spin tops with me. |

## Third Week

### *Eleventh Day*

### How to Drill from the Charts

Drill from the Phonic Charts Nos. 1 and 2: Use each line in turn of known phonograms across the Charts. Use all known initials in the drill. Blend a different initial with each line.

Ex.

| | | |
|---|---|---|
| tam | tim | tom |
| sap | sip | sop |
| clan | clin | clon |

The drill will not be helpful unless the enunciation is clear-cut, accurate. The teacher should hear distinctly the last sound of each phonogram. The drill should be given as rapidly as possible. Eyes, ears, and vocal organs should all help in making it effective. Children delight in the rhythm and jingle of a brisk, animated drill.

*Sight Word:* for.

Use *phonic words* Sam, catch, not, tag, can, ran, in sentences with review sight words.

*Twelfth Day*

Phonogram: h

Continue drill from Phonic Charts. Include *h* with the initials used in the drill.

*Sight Word:* Kitty.

Use *phonic words* sleep, milk, pan, lap, sits, soft, in sentences with review sight words.

*Thirteenth Day*

Phonogram: d

*Blend:* dr, dw, and, ond, eed, ad, od, id.

Continue Chart drill. Include the new phonograms with the initials and families used in the drill.

*Sight Word:* where.

Use *phonic words* dog, Dash, has, stick, swim, in sentences with review sight words.

*Fourteenth Day*

*Key Word:* my.

Blend by placing initial letter squares before the last *y* in the last column on Phonic Chart No. 3 to form cry, dry, fry, sly, try, my, shy, fly, ply, pry, sky, spy, sty.

Continue drill from the Phonic Charts.

Read sentences that contain phonic words and known sight words.

*Fifteenth Day*

Phonogram: b

*Blend:* bl, br, ab, ob, ib.

Continue drill from the Phonic Charts. Include the new families with the initials and families used in the drill.

To overcome the confusion between both sound and form of *b* and *d* that often exists in the pupil's mind, place the letter squares containing these sounds back to back. Hold them in place with a rubber band. Drill upon them alternately.

Ex. b an b in b on

d an d in d on

If needed, drill in a similar way with *c* and *g*, *m* and *n*, etc.

### Fourth Week

Phonogram: j

Blend with known families on the Charts.

Give daily drill from the Phonic Charts.

Readiness in reading depends upon thoroughness of drill.

*Sight Word:* oh. *Key Word:* go.

Blend by covering the first letter of the phonogram *oo* on Equivalent Chart *o* with successive initials to form go, ho, lo, no, so, to, do.

### Vocabulary

The reading vocabulary at the end of the second month includes the sight words for the first and second months, the names of children in the class, and phonic words selected from the following list. The listed words include *all* the phonic words possible for the child to sound. Many of them are not childlike words and should not be used in sentences. These serve simply for vocal drill. The teacher should select suitable words for use in sentences. She should see that these sentences contain only known sight and phonic words. They should present no problem that the child cannot solve. Give the class opportunity to study and read each sentence aloud before writing another. Assist by having the sight words pronounced by

different children, and by having all phonic words not readily recognized, sounded as in the phonic drill. Question to obtain the thought. Make a clear distinction between the ability to pronounce words and the gathering of thought from the sentence. True reading is thought getting and thought expressing. When possible, arrange the sentences in dialogue form. Let the pupils ask and answer the questions asked. Let them dramatize the thought by doing the action suggested.

(1) PHONIC VOCABULARY formed of the Initials and Families of First Month:

as, an, at, am, off, on.
fat, mat, Nat, rat, sat, chat, slat, flat.
lash, mash, rash, sash, flash, slash, smash, trash.
fan, man, Nan, ran, tan.
ram, Sam, slam, sham.
latch, match, snatch.
loss, moss, toss, Ross, floss.
lot, not, rot, tot, shot, slot.
Moll, Tom, from, loft, lost, frost.

(2) PHONIC VOCABULARY formed of the Initials of the Second Month and Families of First Month:

cat, bat, hat, pat, brat, scat, spat.
cash, dash, gash, hash, clash, crash, plash.
can, Dan, pan, clan, plan, bran, scan, span.
ham, jam, tram, clam, dram.
catch, batch, hatch, patch, plant, brant, scant.
cot, dot, got, hot, jot, pot, blot, clot, plot, Scot, spot.
blotch, crotch, Scotch, doll, poll, gloss, cross, croft, scoff.

(3) PHONIC VOCABULARY formed of the Initials of the First Month and Families of Second Month:

if, in, is, it, ill, inch.
Mab, nab, Rab, tab, slab, stab.

fad, lad, mad, sad, shad.
fag, lag, Mag, nag, rag, sag, tag, wag, flag, slag.
snag, stag, swag.
lap, map, rap, sap, tap, chap, flap, slap, snap, trap.
lack, rack, sack, tack, shack, slack, smack, snack.
stack, track, land, sand.
lamp, samp, champ, stamp, tramp.
fob, mob, nob, rob, sob, slob, snob.
nod, rod, sod, shod, trod.
fog, log, sog, tog, flog, frog.
fop, lop, mop, sop, top, chop, shop, slop, stop.
lock, mock, rock, sock, shock, flock, frock, smock, stock.
romp, fond, frond, font.
fib, nib, rib, lid, mid, rid, slid, fig, rig, wig, trig.
fin, sin, tin, win, chin, shin, twin.
lip, nip, rip, sip, tip, chip, ship, flip, slip, trip.
fit, lit, mit, sit, wit, chit, flit, slit, twit.
lick, nick, rick, tick, chick, flick, slick, stick, trick.
fill, mill, rill, sill, till, will, chill, frill, still, swill.
trill, twill, shrill, linch, flinch, milk, silk, sniff, stiff.
milt, silt, tilt, wilt, stilts, rift, sift, shift, swift, shrift.
slim, rim, trim, swim, limp, shrimp, rich.
fitch, flitch, stitch, switch, twitch.
fish, wish, swish, mint, tint, flint, stint.
fist, mist, wist, twist, miss, Swiss.
mind, rind, wind.
feed, reed, need, seed, weed, freed, steed, treed, tweed.
seem, teem, leech, reef, feel, reel, steel.
reek, seek, week, cheek, leek, meek, sleek, weep, sheep.
feet, meet, sheet, fleet, sleet, sweet, tweet.
seen, ween, sheen, cheer, steer.

(4) Phonic Vocabulary formed of the Initials and Families of the Second Month:

cab, dab, gab, jab, blab, crab, drab, grab, scab.
bad, cad, dad, gad, had, pad, clad, glad, brad.
bag, gag, hag, jag, brag, crag, drag.
cap, gap, hap, pap, clap.
back, hack, Jack, pack, black, crack.
camp, damp, clamp, cramp, scamp.
band, hand, bland, gland, brand, grand.
bob, cob, gob, job, blob, bond, pond, blond.
cod, God, hod, pod, clod, plod.
bog, cog, dog, gog, hog, jog, clog.
cop, hop, pop, crop, drop, prop, pomp.
cock, dock, hock, pock, block, clock, crock.
bid, jib, glib, crib, bid, did, hid, kid, skid.
big, dig, gig, jig, pig, brig, bit, hit, kit, pit, grit, spit.
bin, din, kin, pin, grin, skin, spin, cliff, skiff.
Dick, kick, pick, click, brick, crick, prick, gift, drift.
bill, gill, hill, Jill, kill, drill, grill, skill, spill.
gilt, hilt, jilt, spilt, ditch, hitch, pitch, dish.
dim, him, Jim, glim, brim, grim, prim.
dip, hip, Jip, pip, clip, drip, grip, skip, crimp, skimp.
dint, hint, glint, hiss, kiss, bliss, hist.
bind, hind, kind, blind, grind, pinch, clinch.
beech, breech, speech.
deed, heed, bleed, breed, creed, greed, speed.
heel, keel, peel, creel, deem, beef, peek, Greek.
been, keen, green, preen, keep, peep, creep.
beer, deer, jeer, peer, beet, greet, see, tree.

(5) Phonic Vocabulary known by analysis of Key Words:

S-ee, tree, free, wee, bee, flee, glee. m-e, be, he, me, we, she. m-y, by, my, shy, fly, ply, sly, cry, dry, fry, pry, try, sky, spy, sty. g-o, do, ho, lo, no, so, to. you, your.

## PHONIC FACTS FOR THIRD MONTH OR DIVISION

**I. Simple phonograms.** — ng, th, ĕ, ŭ.

**II. Blended phonograms.** —

*Initials* — scr, spl, spr, str, thr, thw.

*Family names* — ang, ank.

eb, ed, em, en, ep, et, eck, eff, eft, egg, ell, elk, elt.

emp, ench, end, ent, esh, esk, ess, est, etch, eth.

ild, ink, ing.

old, oll, olt, ong, onk, ost, oth.

ub, ud, ug, um, un, up, ut, uch, uck, uff, uft, ull, ulk.

ult, ump, unch, und, ung, unk, unt, ush, uss, ust, utch.

**III. Dissyllables and compound words.**

**IV. Derivatives** formed by adding the suffix *ing* to known words when such addition does not require a change in the primitive word.

**V. Sight words.** — they, give, live, says, said, many, one, two, read, hear, were, apple, up.

### Suggestive Names and Gestures

**th** (*aspirate*) — The hissing goose sound, as in think, thill.

**th** (*sub-vocal*) — The sound of the mill wheel, as in then, that. Rotate the arm.

**wh** (*aspirate*) — The blowing sound, (pronounce *hw*) as in what, where.

Raise the finger to represent a dandelion head, the seeds to be scattered by the breath. (*W* has tone, but loses it in combination with *h*.)

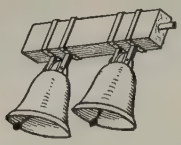
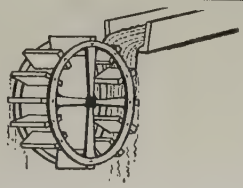
**e** — The listening sound, as in met, men. Hold the hand to the ear as in the act of listening.

**u** — The grunt sound, as in nut, hunt.

**ng, nk** — Sounds of ringing bells, as in ring, sing, rink, rank.

Make *n* nasal by sending the tone through the nose. Touch the nose when giving the sound. Though neither the hard nor the soft sound of *g* is heard in *ng*, do not mark it silent. Teach that both letters represent the sound of *n* in this phonogram.

### Picture Charts

| | |
|---|---|
| *ng*  ng | *wh* wh |
| *th*  th | *e E* e E |
| *th* th | *u U* u U |

### Seat Work

(1) Continue seat work for first and second months.

(2) Prepare a name card for each child by arranging and pasting cardboard printed letters in a row upon strips of manila card two inches wide. Give each child his name card and a box of letters. He is to match the letters and make the name upon his desk a given number of times.

(3) Silent reading from Book One.

### Spelling

Exercise 2. Written Spelling, page 106.

### Reading

If sight words are not readily recognized by the child, assist him, but insist that he help himself in the recognition of all phonic words. Cultivate a sprightly manner. Drawling and monotone are apt to become chronic if tolerated. Quick, wide-awake work on the part of the teacher insures the attention of the class.

Read in Book One, Reading for Second Month. Begin Reading for Third Month, pages 43–69.

### Supplementary Reading

With many classes, supplementary reading may be begun in this month. Select the reader that presents the fewest phonic problems, *i.e.* the fewest words not included in the phonic scheme either as sight or phonic words. In the supplementary reading, as in the regular reading, the child should be required to help himself. He should make use of all the phonic power he possesses in sounding words in whole or in part, but he should not be allowed to puzzle for an instant over a phonic problem that he has no means of solving. Neither should the teacher stop to teach such facts to the pupil before he tries the supplementary reading. In time, they will all be included in the phonic scheme, and they may be left until they appear in the drill. The teacher should be ready to assist by telling the child these words or phonograms as he comes to them in the sentence.

When two or three pages have been read in the supplementary reader, the book should be laid aside, and a like amount of reading should be done in another reader. This in turn should be laid aside in favor of a third book. In this way four or five

supplementary readers may be begun. They should be read in rotation. It will be seen that this method provides a large amount of very evenly graded reading matter. In order that the supplementary reading may always be a little easier than the regular reading, the phonic drill, and reading in the basal reading books, should be kept well in advance of this work. The power that has been acquired through the steady progression of the phonic drill asserts itself after the first few months. From that time on, the child who has comprehended the drill reads easily ten pages a day. This calls for a large number of supplementary readers. Classes read easily from ten to twelve primers and first readers in the first year. Many classes read more than this. In the second year, they are fluent readers of books or stories suited to their comprehension.

*When Interest Lags.* — If at any time the interest in a supplementary reader lags, take it as a sign that the lessons are becoming too difficult — the child is meeting too many phonic problems that he is unable to solve. Lay the book aside for a time and begin a new reader in its place.

If at any time interest in the regular reader lags, look to the phonic drill. Is it given daily? Is it brisk, accurate? Is it conducted with interest and animation on the part of the teacher, and is enough of the game element present to secure the active attention of the pupils? Are all facts kept in constant review? Is too much dependence placed upon concert drills?

## Exceptions

Exceptions to phonic rules should be included in the daily drill from the Charts. They help to make a very attractive exercise. Through the drill, the form and pronunciation of these words are fixed so thoroughly that they give the child as little trouble in his reading and spelling as they do in his speech. They are recognized on the Phonic Charts when the

initial consonant requiring the peculiar sound is placed, but they are presented at first as sight words.

It is not advisable to make an exhaustive study of exceptions at this time. Present, and include in the drill, only those that the child will meet in reading, and that he may wish to use in original sentence work because they are in his spoken vocabulary. The following list includes most of the monosyllabic exceptions that will be needed in the first year and that do not appear under the development of a phonic rule:

| | | | |
|---|---|---|---|
| put | post | bull | most |
| push | puss | bush | move |
| pint | pull | full | roll |

Give the Chart drill up or down the column that contains the exception, or skip about the Chart, forming the exception when the pupils least expect it. They are to sound as the letter square is placed, as [p]at, [p]en, [p]ick, [p]op, [p]ump, [p]ill, [p]ut. Vary the exercise by using different initials with one family name, as [m]int, [h]int, [fl]int, [pr]int, [p]int.

These exercises may have all the interest and excitement of a game in which the teacher tries to catch all who are not watchful. A variation in the name or course of the game is all that is needed to keep it fresh and thrilling if it is played with animation on the part of the teacher. She may say that she is going fishing (a fish being a child who does not recognize an exception). She may keep score on the board of the number of times she hears the right sound given, etc. Such exercises sharpen eyes and ears. They make the pupil alert and prompt in giving the sounds of phonograms.

The families *ind*, *old*, *ild*, *olt*, are exceptions. They are first

represented by sight words, as find, old, etc. The sight words should be used as key words. Drill should be given by placing successive initial letter squares before these phonograms on the Charts, as old, f old, m old, s old, t old, etc. They should also be included in the drill on exceptions.

Both the long and short sounds of the vowel are associated with *ost* and *oll*. Teach this fact when words taking the *long* sound of the vowel are found in the reading matter, and drill from the Charts.

### First Week

Phonograms: ĕ, nk, ng

*Blend upon the Phonic Charts:* eb, ed, em, en, ep, et, eck.
eff, eft, egg, ell, elk, elt, emp, ench, end, ent, esh, esk, ess.
est, etch, eth.
ank, ink, onk.
ang, ing, ong.

Words illustrating these family names are included in the Word List. See Index, pages 199–200, for section numbers for ĕ. See the following Sections in the Word List: ang, 113; ank, 97; ing, 115; ink, 98; ong, 117; onk, 99.

*Exceptions:* ind, ild, old.

Blend upon the Phonic Charts:

| | | | | | |
|---|---|---|---|---|---|
| bind | mind | grind | old | gold | told |
| find | rind | mild | bold | hold | scold |
| hind | wind | child | cold | mold | |
| kind | blind | wild | fold | sold | |

Include all new phonograms in the daily drill from the Phonic Charts. Keep all facts in constant review.

Affix the letter square ing to known words capable of taking it; as, see ing, go ing, play ing; also to families upon the

Phonic Charts. At this time this suffix is to be used only with families ending in two consonants.

Sound: (*word*) 1 p, 2 ack, 3 ing, 4 pack ing.

(*family*) 1 ack, 2 ing, 3 ack ing.

*Sight Words:* many, they, hear, read, live.

## Second Week

Phonograms: ŭ, th.

*Blend upon the Phonic Charts:* ub, ud, ug, um, un, up, ut, uch, uck, uff, uft, ull, ulk, ult, ump, unch, und, ung.
unk, unt, ush, uss, ust, utch.
eth, ith, oth, uth, thw, thr.

Words illustrating these family names are included in the Word List. See Index, page 201, for section numbers for ŭ. See Sections: 187, eth; 188, ith; 191, oth.

*Exceptions:* olt, oll, ost.

Blend upon Phonic Charts:

| | | | | | |
|---|---|---|---|---|---|
| bolt | jolt | Poll | roll | cost | most |
| colt | molt | doll | droll | lost | post |
| dolt | | moll | troll | frost | |

Include all new phonograms in the daily Chart drill.

The sounds should be given softly but distinctly in the phonic drill. A harsh, explosive utterance destroys the purity of sound, encourages false enunciation, and renders it difficult to blend one sound with another.

The drill may be upon one vowel by proceeding in columns.

Ex. sl ab, sl ad, sl am, sl ap, sl an, sl at, sl ag.

Upon the five vowels across the chart.

Ex. sl|am, sl|em, sl|im, sl|om, sl|um.

Or, bl|ank, bl|end, bl|ind, bl|ock, bl|ush.

In these exercises, one initial is prefixed successively to different family names. In another exercise, the family name is the permanent part and the initial is changed.

Ex. c|ap, g|ap, l|ap, m|ap, n|ap, r|ap, tr|ap.

Fill a section of the blackboard with words illustrating the new phonic facts and drill. Change the words often, that many families may be included. Keep words containing the different sounds of *th* in separate columns.

| Ex. | thick | this |
|---|---|---|
| | thin | that |
| | think | them |

*Sight Words:* says, said, one, two.
*Word Exceptions:* put, push, bush.

## Third Week

Phonogram: wh.

*Blend:* Include *wh* among the initials used in the daily drill. Place the letter squares *w* and *wh* back to back. Keep them in place by a rubber band. Drill from the Phonic Charts:

1 et, 2 w|et 3 et 4 wh|et

1 en, 2 w|en 3 en 4 wh|en

*Compound Words and Dissyllables.*
Combine short words to form compound words.

Ex. — can-not, rag-bag, him-self, sun-set, tin-cup, rob-in.

Require the initial in the second word to be sounded with the family name.

Ex. — 1 c, 2 an, 3 not, 4 cannot.

Combine, in like manner, word forms and family names to form dissyllables. Ex. —

| | | |
|---|---|---|
| flannel | bantam | mastiff |
| animal | canteen | pocket |

Sound: 1 fl, 2 an, 3 nel, 4 flannel.
1 an, 2 im, 3 al, 4 animal.

If a tendency to guess at the pronunciation of a word is shown, reverse the order of sounding.

Ex. 1 el, 2 annel, 3 flannel.
1 al, 2 imal, 3 animal.

Write these words in columns on the blackboard for drill. Rearrange them often and require individual work in sounding.

### Fourth Week

Keep all facts in constant review in the daily phonic drill.

### Rest Exercises

The pupils should recognize the words of their spoken vocabulary as they are formed upon the Charts. For example, in the drill *slab*, *slad*, *slam*, *slap*, *slan*, *slat*, *slag*, pupils should name the words they know; *slam*, *slap*, *slat* will be recognized by most children, a few will know *slab*, not many will know *slag*. No attempt should be made at this time to teach the unknown words. The exercise is given in order to make the association between the spoken and the written word. It is not given to add to the vocabulary, although in time the vocabulary is increased in this way.

*Word exceptions:* pint, puss.

## PHONIC FACTS FOR FOURTH MONTH OR DIVISION

**I. Simple phonograms.** — o͝o, o͞o, ow, ou, x.

**II. Blended phonograms.** —

*Family names.* — ax, ex, ix, ox.
aff, aft, ance, anch, ant, ask, asp, ass.
ood, ook, oot.
ooch, ood, oof, ool, oom, oon, oop, oor, oost, oot, ooth.
ow, owl, own.
oud, ound, our, out.

**III. Short Italian *a*.**

**IV. Suffix *ed*** where a syllable is added and no change is made in the primitive word.

**V. Names of the vowels.**

**VI. Effect of final *e*** upon the next preceding vowel, separated by a single consonant.

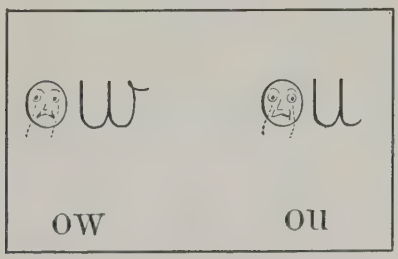
**VII. Sight words.** — papa, mamma, write, school, shine, eyes, there, was, saw, work, four, horse, shoe, watch.

Key word: May.

### Suggestive Names

**ow, ou.** — The hurt or crying sound, as in cow, pout.
**oo.** — Twin sounds, as in book, moon.

### Picture Chart



### Seat Work

(1) Extend the name cards used in seat work last month to include the name of school, town, state, names of teachers, of streets in vicinity of school, etc. Give variety to the problem by having script on some of the cards.

(2) Write words having a common phonic basis in a column. Pupils build these words upon the desk with letters.

(3) Use Word Drill Cards (see page 14) for silent study.

(4) Pupils should read silently from supplementary readers.

### Spelling

Exercise 3. Written Spelling, page 106.

### Reading

Finish the lessons in Book One, under Reading for Third Month and begin Reading for Fourth Month, pages 70–78. Continue supplementary reading.

Make the ear, eye, and voice training obtained in the phonic drill an aid to reading. Allow no hesitancy or guessing over a word. If it is not recognized at once, have it sounded as in the phonic drill. Assist, if necessary, by writing the word on the board, underscoring, or covering and uncovering the parts, as they are given.

Words selected from advanced reading should be arranged in families upon the blackboard and sounded as in the Chart drill. The new words in a lesson found grouped at the top of the page in the reader under the heading "Blending Drills" should be sounded from the book as in the Chart drill. Do not attempt to sound the sight words unless they contain phonograms known to the class. When this is so, make use of all the power it possesses to sound these words.

Insist on clearness of tone in both reading and drill.

## First Week

Phonograms: o͝o, o͞o

*Blend:* ood, ook, oot.

ooch, ood, oof, ool, oom, oon, oop, oor, oost, oot, ooth.

Words illustrating these family names are included in the Word List. See Index for section numbers, page 202.

Short *oo* is found before *k* and after *w*; also in hood, good, stood, wood, foot, soot. Otherwise *oo* has its long sound.

Drill by blending successive initials with *ook* and *oom* on Phonic Chart No. 2.

Ex. 1. b|ook 2. b|oom

3. l|ook 4. l|oom

5. br|ook 6. br|oom

Also, write words from the Word List in columns upon the blackboard to be sounded. Particular attention should be paid to words containing long *oo*. Broom, room, soon, roof are often mispronounced.

*E* in the ending *ed*, after *t* or *d*, is vocal. Affix the letter square ending *ed* to words on the board or families on the Phonic Charts ending in two consonants, the final consonant being *t* or *d*; also to families ending in *oot* or *out*. Sound:

old|ed ist|ed unt|ed oot|ed out|ed

*Ing* is also to be affixed to families containing *oo* or *ou*.

Ex. — ook|ing oost|ing out|ing owl|ing

Words illustrating *ed* after *t* or *d* are included in the Word List. See Section 351.

*Sight Words* papa, mamma, write, school, shine.

### Second Week

Phonograms: ow, ou, å

*Blend:* owl, own.
oud, ound, our, out.
aff, aft, ance, anch, ant, ask, asp, ass.

Words illustrating these family names are included in the Word List. See Index for section numbers: page 199, å; Section, 231 ow; Section, 233 ou.

The consonant combinations, *ff*, *ft*, *ss*, *st*, *sk*, *sp* (occasionally *nce* and *nt*), requiring short Italian *a*, are not easily distinguished by a child from those requiring short *a*. The teacher should give the correct vowel sound as the phonograms are presented. The pupils will get it by imitation. The habit of correct pronunciation will be secured by watchfulness on the teacher's part as the words occur in the reading and drill. Drill by blending successive initials with the first seven family names in the first column on Phonic Chart No. 2.

Drill upon *ow* and *ou* by blending initial combinations with ow, out, oud, ound on Phonic Chart No. 2. Avoid forming words with *ow* that take the sound of long *o*; as blow, show, crow, etc.

*Sight Words:* work, was, saw, eyes, there.

### Third Week

Phonograms: ā, ē, ī, ō, ū.

Impress by frequent reviews the fact that

a says ă, its name is ā
e " ĕ, " " " ē
i " ĭ, " " " ī
o " ŏ, " " " ō
u " ŭ, " " " ū

Final *e* makes a preceding vowel separated by a single consonant tell its name; as, cake, here, mile, tube. It also affects *a* followed by *st*; as, paste, waste. Knowledge of this effect of final *e* will give power to sound such words as core, fire, pure, etc., although the child, at this time, is not familiar with the sound of *or*, *ir*, and *ur*. Final *e* is silent except when there is no other vowel present in a word; as, me, be, she.

### Suggestions for Teaching the Effect of Final e upon a Preceding Vowel

The teacher writes the vowels in a column upon the board. As she writes, she obtains the sound of each letter from the class. Over the columns, she writes the sight word *says*. Referring to *a*, she says: "This letter says *ă*; its name is *ā*." She refers to each vowel in turn, telling what it says and giving its name. Of the names, as she tells them, she forms a second column to the right of the first. Over this she places the sight word *name*. She tests the class thoroughly, asking of each letter: "What does this letter say? What is its name?" This exercise forms a part of several recitations. When the pupils are sure on this point, the teacher brings out, by questioning, the fact that little children obey not only father and mother but also their older brothers and sisters. Pointing to *e* in the column of names, she says: "We will call this letter a big brother letter. These (referring to the vowels in the first column) mind him. He likes to hear them tell their names and that is what they do when he is near. What (writing *at*) does this say? This (showing ending letter-square *e*) is the big brother letter. When I place it after *at* (forming *at* ) *a* must tell its name because *e* makes it do so. Sound: 1, *at*; 2, *at* . We cannot hear *e* speak (final *e* is silent)." The teacher writes *it*, *ot*, *ut*. In each case,

after the phonogram has been sounded, she shows the effect of final *e* upon the vowel by affixing *e* and requiring a second sounding. Many other phonograms are written and sounded in the same way.

Drill from the Phonic Charts.

The class should give the short vowel sound as the teacher indicates the family, and the long vowel sound as she places the ending; as, 1, ab; 2, abe. Proceed in columns,

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ab | abe | eb | ebe | ib | ibe | ob | obe | ub | ube |
| ad | ade | ed | eed | id | ide | od | ode | ud | ude |
| am | ame | em | eem | im | ime | om | ome | um | ume |
| ap | ape | ep | eep | ip | ipe | op | ope | up | upe |
| an | ane | en | een | in | ine | on | one | un | une |
| at | ate | et | eet | it | ite | ot | ote | ut | ute |

or across the chart, taking each vowel in turn.

(*a*) Avoid at this time the use of *e* after *g*; as age.

(*b*) One is pronounced *wun* unless the initial is present, as in cone, drone, stone.

(*c*) In many short *e* families, *e* is prefixed instead of affixed and the digraph *ee* is formed.

*Sight Word:* four.

*Word exception:* one.

## Fourth Week

### Phonogram: x

*Blend* ax, ex, ix, ox, ux.

Words illustrating these family names are included in the Word List. See Sections 323, 325, 326, 327.

In monosyllables *x* is an equivalent of *cks* or *ks*. Drill from the Phonic Charts and give contrasted words for sounding.

| Ex. — tacks | picks | backs | locks |
|---|---|---|---|
| tax | six | box | fox |

Drill from the blackboard on the effect of final *e:*

Write a short vowel and a long vowel family upon the board, thus: —

an ane

and form words by prefixing letter squares to each family, as, —

| | |
|---|---|
| can | cane |
| man | mane |
| pan | pane |

Use the five vowels and many different families in this drill.

Arrange words on the blackboard to illustrate the change to the long vowel sound:

| | | | | |
|---|---|---|---|---|
| cap | pin | Tom | mad | cub |
| cape | pine | home | made | cube |

Words illustrating the effect of final *e* are included in the Word List. See Index for section numbers: page 199, ā; page 200, ē; page 200, ī; page 201, ō; page 201, ū.

*Sight Words:* horse, shoe, watch.

## PHONIC FACTS FOR FIFTH MONTH OR DIVISION

**I. Simple phonograms.** — v, oi, oy.

**II. Blended phonograms.** —

*Endings* — by, dy, ly, my, ny, py, ry, sy, ty, zy, y.
ble, dle, fle, gle, ple, zle, tle.

*Family names* — ar, are, av, ave, arb, arch, ard, arf, ark, arl, arm, arn, arp, arse, arsh, art, arve.
er, ere, ev, eve, erb, erd, erk, erm, ern, erse, ert, erve.
ir, ire, iv, ive, ird, irk, irl, irp, irst, irt.
or, ore, orch, ord, ork, orm, orn, orp, orse, ort.
ur, ure, urd, url, urn, urse, urt, urve.
oy, oil, oin, oint, oise, oist.

**III. Two sounds of *y* not initial; *also* of *ie* final.**

**IV. Effect of double consonants** upon a preceding vowel.

**V. The digraph *ow*.**

**VI. Suffix *er*.**

**VII. *O* like short *u*.**

**VIII. Sight words.** — all, walk, know, meadow, could, would, should, laugh, music, Santa Claus, Christmas, young, again.

### Suggestive Names

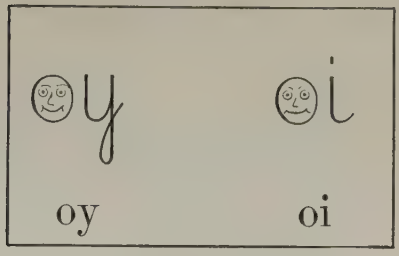
**v.** — The sound of the electric car or that made by flying insects, as in vest, voice.

**oy, oi.** — Two jolly or happy letters, as in joy, boil.

Show that in sounding *v* the lips and teeth are placed in position to form *f*; *v* has tone but *f* has none.

Require the pupils to move the lips when sounding *oy* and *oi*.

### Picture Chart




### Seat Work

1. Give much opportunity for silent reading in Book One and in supplementary reading.

2. Continue the exercises of previous months. Vary the work by having the pupils write the words and phonograms upon the blackboard.

3. Rule the back of a stout manila envelope into at least twenty-seven even spaces. Write, or paste in print, the letters of the alphabet in the spaces — one letter in each space. Place fifty-two small square cards containing four alphabets (use both sides of a card), two script and two print, in the envelope. Provide an envelope for each child engaged in seat work. In the twenty-seventh space write the number of the envelope, and number each small card to match. This will aid in replacing misplaced material. Each child is to arrange the letters of the alphabet upon the desk in order. At first he uses the back of the envelope as a guide, later he should place them from memory. An alphabet of mixed letter forms should not be accepted. For example, if the teacher calls for the small print, no other letter form should be used in placing the alphabet; if she calls for capital script, each letter should be in this form.

### Spelling

Exercises 3 and 4, Written Spelling, page 106.

### Reading

Finish the lessons in Book One under Reading for Fourth Month, and begin Reading for Fifth Month, pages 99–124. Continue supplementary reading.

### First Week

Phonograms: oy, oi, ōw.

*Blend:* oil, oin, oint, oise, oist.

own, owl, owth.

Words illustrating these family names are included in the Word List. See Section 239, oy; Section 240, oi; Section 232, ōw.

Drill by blending successive initials with oy, oil, oin upon Phonic Chart No. 2. Also write words upon the blackboard for sounding. Select these from the Word List.

The digraph *ow* has the sound of long *o*. Call words containing it *o* words, and refer to them by this name when the child hesitates as to which sound of *ow* is required. The use of the word in the sentence will often guide him to the correct pronunciation. As the words occur in the reading or conversational lessons, place them on the board and give daily drill. Contrast this list with one containing the diphthong *ow*.

| | | |
|---|---|---|
| Ex. — | crow | brown |
| | blow | town |
| | snow | crown |

Keep all facts in constant review by a brisk, daily drill from the Phonic Charts.

*Sight Words:* all, walk, know, meadow.

## Second Week

Phonograms: ar, er, ir, or, ur, v.

*Blend:* ar, are, arb, arch, ard, arf, ark, arl, arm, arn, arp, arse, arsh, art, arve.

er, erb, erd, erk, erm, ern, erse, ert, erve.

ir, ird, irk, irl, irp, irst, irt.

or, orch, ord, ork, orm, orn, orp, orse, ort.

ur, urd, url, urn, urse, urt, urve.

Words illustrating these family names are included in the Word List. See Index for section numbers, pages 199–202.

*A* in *ar* is long Italian; as, arm. This sound of *a* is also heard in alm, alf, alve. (*L* in these phonograms is silent.) The sound of long Italian *a* is also given to *au* followed by *n*; as, aunt. Do not require the child to learn these facts. Give him the correct pronunciation when he uses the words.

*Er* and *ir* are identical in sound, differing somewhat in careful speech from *ur*. Blend the ending *er* with families ending in two consonants or containing two vowels.

*Or* is like *ar* in *warm*.

Teach these vowel sounds, except *a* in *ar*, not as new sounds, but as the familiar short vowel, modified by *r* and not to be separated from it.

Drill by blending successive initials with these phonograms on Phonic Chart No. 3. Also by sounding words gathered from readers or from the Word List.

Final *e* does not affect the sound of *a* in *ar*; as, ar[e].

Placing the initial develops circumflex *a*; as, [c]ar[e]. This modification of sound arises from the influence of *r* following, rendering its teaching as a new sound unnecessary. Final *e* changes *e* in *er* to circumflex *e* (identical with *a* in *care*); as, *ere*. Different initials require varying sounds to be given to *ere*.

*W* requires the true sound of *er*; as, were. *Wh* and *th* require circumflex *e*; as, where, there. Other initials require long *e*; as, here, mere. Drill from the charts, making use of initial and ending letter squares in building the words; as, 1, er; 2, er[e]; 3, [wh][er][e]; 4, [th][er][e]; 5, [w][er][e]; 6, [h][er][e].

*Sight Words:* could, would, should.

### Third Week

Phonograms: ȳ, y̆, īe, y̆e

Words illustrating these phonograms are included in the Word List. See Sections 365, ȳ; 366, y̆; 364, y̆e; 363, īe.

In monosyllables, *y* final has the sound of long *i*.

Ex. — cry, dry, by, my. Exceptions are found when *y* forms a diphthong or digraph with a preceding vowel; as, boy, they, say.

In many words of more than one syllable, *y* final has the sound of short *i*; as, funny, lady, happy. Present these facts as follows: *y* at the end of a short word says ī; at the end of a long word it says y̆.

*Y* final in a long word is usually sounded with the preceding consonant, as shown in the column of endings on Phonic Chart No. 3. The pronunciation is short and crisp — *bi*̆, *ri*̆, *ti*̆, etc. Avoid at this time the use of the endings *cy* and *gy*. Drill upon the endings from the chart and add them to known words or word forms capable of taking them. Write words illustrating the two sounds of *y* final in columns.

| | |
|---|---|
| Ex. — cry | funny |
| dry | Henry |
| fly | happy |

Require the class to note the length of word and the sound of *y* in each column.

In short words, *i* in *ie* final is long; as, pie, die.

In long words, *i* in *ie* final is short; as, Nettie, Jamie. Illustrate on the blackboard by words in columns as above.

*Sight words:* laugh, music, young.

## Fourth Week

### Phonogram: ȯ

Words illustrating this sound of *o* are included in the Word List. See Index for section numbers, page 201.

*O* often has the sound of short *u* before *m*, *n*, or *v*; as, come, won, love. In some words, *o* in *on* and *or* final has this sound, or it is made so slight that it is scarcely heard; as, wagon, color.

Many of these words may be included in the drill on exceptions from the Phonic Charts:

| | | | |
|---|---|---|---|
| st ove | cl ove | cl oth | br oth |
| gr ove | gl ove | fr oth | br oth er |
| l ove | d ove | m oth | m oth er |

Double consonants make the preceding vowel short.

Exceptions: *a* before *ss* and *ff* has the short Italian sound; as, class, staff; before *ll*, in the same syllable, it is broad, as in all. *O* followed by *ll* is long in some words; as, roll. *U* followed by *ll* sometimes has the sound o͝o, as in pull.

(*a*) Place a vowel letter square in conjunction with an ending containing a double consonant on Phonic Chart No. 3. The short sound of the vowel is to be given when the double consonant is seen. Sound 1, bble; 2, a bble. The long vowel is to be given as the letter square is shifted to hide one of the

double consonants: 3, [ a]ble. Include all these endings and the five vowels in this drill. The drill should be rapid, clear-cut, accurate. The teacher should use the pointer to indicate the ending to be used; the pupils should sound as she places the vowel letter square before it. They should sound again as she shifts the square to cover or uncover the double consonant. Both individual and concert drill should be used.

To vary the drill, after a combination has been sounded, call for words in which it is heard. Ex. — *addle* will make the pupils think of paddle, saddle, straddle, etc.; *able* will make them think of table, stable, gable.

Sound words containing double consonants; as, running, pinning, popping, happy, cattle. Pupils should note the vowel sound before the double letter.

See Word List, Sections 354, 355, 356.

Arrange words for blackboard drill: —

| | | | |
|---|---|---|---|
| pin | mat | hop | cut |
| pine | mate | hope | cute |
| pinning | matting | hopping | cutting |

*Sight Words:* Santa Claus, Christmas.

## PHONIC FACTS FOR SIXTH MONTH OR DIVISION

I. No new phonic facts are developed in this month. Review thoroughly all previous facts.

II. *Sight Words:* buy, who, guess, word, large, Mrs., caw, view, head, ears, once.

III. Teach the names of the consonants.

### Seat Work

1. Continue silent reading.

Hectograph upon manila card words that the pupils can sound. Cut into single word cards. Give each child a large handful. Write short sentences upon the blackboard.

Ex. — (1) I can run.
(2) I like my baby sister.
(3) My cat likes to jump.

Pupils build these sentences on the desk with word cards.

This is an opportunity for original language work. For example, the child cannot find the word *sister* among the cards on his desk with which to complete the second sentence. The teacher suggests that another word could be used. The child selects *brother*. His sentence reads: I like my baby brother. Or, in building the third sentence he fails to find *likes* among his cards. When the teacher suggests using another word, he finds *tries*, and completes the sentence: My cat tries to jump.

Before the end of the year, the pupil will readily build original sentences without aid or suggestion from the teacher.

### Spelling

Exercises 3 and 4. Written Spelling, page 106.
Exercise 1. Chart Spelling, page 108.

### Reading

Finish Reading for Fifth Month, Book One, pages 99–124. Begin Reading for Sixth Month, Book Two, pages 1–24. Continue Supplementary Reading.

The pupils should learn to *group words* as they read, to show that they have gained and are able to express the thought of the sentence. They should also learn to *group sentences* in order to get and express the thought of the story. It is a good plan for the teacher to read a selection aloud before it is read by the class, in order that each child may think beyond the sentence and grasp the thought of the story as a whole. To accomplish this, the selection must be read by the teacher impressively with appreciation of the insight her reading is to give the pupils. They should be encouraged to talk about the story, to tell how they would act under the circumstances, and to express their opinion of the characters. Then when the selection is read as a class exercise, the interest that has been aroused will help in obtaining intelligent, thoughtful reading. Good expression is not difficult to obtain if the phonic problems of the page can be solved readily, if the reader enters actively into the spirit of the selection, and if he has been taught to express this as he reads. This does not mean that the teacher is to read every selection aloud before it is read by the class, or that the pupil is to imitate mechanically her manner of speaking the words. It does mean that she should make sure that he understands each story as a whole, and that he knows how to give expression to the emotions it arouses.

## PHONIC FACTS FOR SEVENTH MONTH OR DIVISION

**I. Simple phonograms**: *y* initial; *a* after *w*; equivalents of *a*, *i*, *e*, *o*; *c* and *g* before *e*, *i*, or *y*.

**II. Blended phonograms**: *ed* final after any consonant.

**III. Sight Words**: wolf, Alice, lambs, want, door, stalk, heart, through.

### Seat Work

Continue work of Sixth Month.

Continue silent reading from supplementary primers.

### Spelling

Exercise 1. Blackboard Spelling, page 106.

Exercise 1. Chart Spelling, page 108.

### Reading

Finish reading for Sixth Month. Begin reading for Seventh Month. Continue supplementary reading.

### First Week

Phonograms: *y* initial; *a* after *w*

See Word List, Section 367, for words illustrating *y* initial.

*W* is one of the three powerful letters of the alphabet. Two of these have been presented and their effect upon a preceding vowel noted: in the fourth month, *e* was seen to make a preceding vowel, separated by a single consonant, long. In the fifth month *r* was seen to modify the sound of an immediately preceding vowel. Short *a* preceded by *w* has the sound of short *o*. Place the letter square [w] before short *a* families on the Phonic Charts, noting the change in vowel sound as

the initial is placed. Sound: 1, ab; 2, [w]ab. 1, atch; 2, [w]atch. Exceptions are wag, wax. These should be included in the drill on exceptions.

When *t* or *d* precedes *ed* final, *e* is vocal and a syllable is added; otherwise *e* is silent and the number of syllables is not increased.

### Suggestions for teaching the Sound of *ed* Final after any Consonant

How many of these boys and girls like to go to town? Do you ever go alone? Why not? Why must some older person go with you? Think of ways to go to town. We walk. We drive. We ride on the steam cars. We can ride on the electrics.

When in the car, do you talk to the people you see there? Why not? If you should see a friend sitting beside you, some one whom you know very well, would you talk to him? These (writing *ed*) letters ride in word electric cars. Let us play that this word (writing *planted*) is the car. We will play that each letter is a person sitting on the long seat. Quite at the end of the car near the door I see *ed*. This is another car (writing *handed*). Do you see *ed*? Where is it? Touch it. The letter *e* makes us think of a child in a car. It does not speak to the strangers there. It has two friends who sometimes ride. They are *t* and *d*. Whenever you see *t* or *d* beside *ed*, you will hear *e* say *ĕ*. Look at this word (*planted*). What letter is beside *e*? Is *t* one of *e*'s friends? Yes, sound the word, and you will hear *e*'s voice: *pl-ant-ed*, *planted*.

In the next word *handed*, *d*, his other friend, is beside *ed*. Sound and you will hear *e*'s voice *h-and-ed*, *handed*. Look at this word (*smelled*). I see *ed*. Do you see *t* or *d* beside *e*? Then when we sound the word we will not hear *e*'s voice. Sound: *sm-elled*, *smelled*.

Present *ed* words in two lists: —

| | |
|---|---|
| hunted | killed |
| planted | lived |
| crowded | barked |

Lead the class to see that *e* is vocal in the first list because either *t* or *d* is present before *ed*. In the second list, *ed* is not preceded by *t* or *d*, and *e* is silent. Sound: 1, h; 2, unt; 3, ed; 4, hunted. 1, k; 2, illed; 3, killed.

Affix the letter square ending *ed* to families on the Charts, noting the presence or absence of *t* or *d* and the vocal or silent *e*. Drill as rapidly as possible (without sacrificing accuracy to speed), in order to sharpen the children's eyes and render them quick in making a decision.

Drill from the Charts should include all families that do not consist of a single vowel followed by a single consonant.

## Second Week

Endings: *ed*, *ing*, *er* added to families in which a single vowel is followed by a single consonant.

See Word List, Sections 357, 358, 359, for derivatives formed in this way.

Write words in columns upon the blackboard: —

| | | | |
|---|---|---|---|
| hate | whine | tune | hunt |
| bake | robe | tube | boil |
| spice | yoke | seed | look |

Add the ending *ed* to each word by means of the letter square [ed]. Sound the first word. Repeat the sounding as the letter square is placed to form the derivative. Example: —

1, h; 2, ate; 3, hate. 1, h; 2, at[ed]; 3, hat[ed].

In this way sound each word. Form derivatives ending

in *ing* and *er* by placing the letter squares [ing] and [er] in position. Sound as indicated above.

Lead the class to see the following facts:—

(*a*) That *e* final of the stem is displaced or covered by the ending.

(*b*) When *e* final is not present, no letter is displaced or covered; the ending is placed after the word.

(*c*) That the vowel sound in the derivative is the same as that in the primitive word.

(*d*) When the vowel in the derivative is not followed by a double letter (or two consonants), it tells its name.

Drill from the Phonic Chart. Develop the long vowel by affixing the letter square [e] to families ending in one consonant before using the other endings.

Keep [e] in position. Cover it with [ed] to form a family ending in *ed*. Cover it with [ing] to form a family ending in *ing*, with [er] to form a family ending in *er*. Keep in mind that *e* of the stem is displaced or covered by the vowel of the ending.

Ex. — 1, at; 2, at[e]; 3, at[ed]; 4, at[ing]; 5, at[er].

Drill from Phonic Chart No. 3, using the endings with family names that end in *e*. Sound: —

1, [ ]a[b]ble; 2, [ ]a[b]l[ed]; 3, [ ]a[b]le; 4, [ ]a[b]l[ed].

Arrange words for drill:

| | | | |
|---|---|---|---|
| pin | pine | hop | hope |
| pinned | pined | hopped | hoped |
| pinning | pining | hopping | hoping |
| pinner | piner | hopper | hoper |

Require individual recitations; the goal is individual power. The daily drill from the charts should illustrate every combination in turn.

Test the child's power to find out new words by presenting words of several syllables to be sounded; as, —

understand, understanding, flattering.

*Sight Words:* wolf, Alice, lambs.

### Third Week

Phonograms: Equivalent Charts a, e, i, o

Words illustrating the phonograms upon the Equivalent Charts are included in the Word List. See Index for section numbers: page 202.

The Equivalent Charts (see page 12) illustrate the fact that much may be learned through association. They are to be used in teaching the vowel equivalents and digraphs. Keep them within easy view and touch of the class. Lead the child to see that the phonograms grouped on each chart have the sound of the indicated vowel. Refer to the charts when hesitation is shown over a word containing one of these phonograms. Do not require the groupings to be committed to memory.

#### Suggestions for presenting Vowel Equivalents

Whose house is that across the street? How do you know that it is Mr. Smith's house? (His name is on the door.) Who lives with Mr. Smith? (His children live with him.) Tell me their names. (Teacher writes them on the blackboard as they are given.) The pupils note that *Smith* is written with each name. The class decides that each one of Mr. Smith's children, if asked his name, would say *Smith*. It is just so with Mr. Brown's children. Each one has Brown for his name, etc.

This card (presenting Equivalent Chart No. 1) is *A*'s house. *A* is in the circle just as Mr. Smith's name is on the door. These (pointing to equivalents) live in *A*'s house. They say *a* just as Mr. Smith's children say *Smith.*

This (presenting Equivalent Chart No. 2) is *E*'s house, and these (pointing to equivalents) live with *e.* They say *e.* Charts 3 and 4 are presented in the same way.

Find this (writing *eigh*) on the charts. What does it say? Sound (writing *weigh*). Pupils sound: *w-eigh, weigh.* Teacher writes *eight.* Pupils sound *eigh-t, eight.* Teacher writes *freight, weight, neighbor,* etc. Pupils sound and pronounce the words.

Write several equivalents and digraphs on the blackboard.

Ex. — eigh, oa, igh, ey, ea.

Require the child to find them on the Equivalent Charts and to tell what each one says; thus, "This (pointing to eigh) is on *A*'s card; it says *a.* This (oa) is on *O*'s card; it says *o.*"

Write lists of words to be sounded, selected from those in common use or from advance reading.

| Ex. — play | eight | eat | coat | high |
|---|---|---|---|---|
| say | weight | meat | goat | bright |
| day | freight | mean | road | night |

Sound: 1, pl; 2, ay; 3, play; 1, br; 2, ight; 3, bright.

*Ea* takes both the long and the short sounds of *e.*

Give drill similar to that indicated for *ow.*

| Ex. — neat | head |
|---|---|
| heap | thread |

The equivalents upon Phonic Chart No. 2 should be included in the general drill from the charts in which words are formed by means of letter squares; as —

p|ail, d|ay, sl|eigh, h|igh, f|east, r|oar

*Sight Words:* want, door, stalk, heart, through.

## Fourth Week

### Phonograms: ç, ġ

Words illustrating these phonograms are included in the Word List. See Index for section numbers: page 203.

The sounds of *ç* and *ġ* are somewhat like the names of these letters. It may help the pupil to remember these sounds if it is said that, like the vowels, they tell their names when followed by *e*. They also do this when followed by *i* and *y*.

Ex. — spice excite fancy
George ginger Egypt

Drill from the Phonic Charts upon *ç*:

Sound: 1, am; 2, [ç]am. 1, em; 2, [ç]em. 1, im; 2, [ç]im. 1, om; 2, [ç]om. 1, um; 2, [ç]um.

Include the following drills:

1, ack; 2, ac[e]. 1, ick; 2, ic[e]. 1, uck; 2, uc[e].

1, anch; 2, anc[e]. 1, ench; 2, enc[e]. 1, inch; 2, inc[e].

1, onch; 2, onc[e]. 1, unch; 2, unc[e]. (*Ch* in onch is lik *k*.)

Give the following drills upon *ġ*:

Sound: 1, an; 2, [ġ]an. 1, en; 2, [ġ]en. 1, in; 2, [ġ]in.

1, on; 2, [ġ]on. 1, un; 2, [ġ]un.

1, ag; 2, ag[e]. 1, og; 2, og[e]. 1, ug; 2, ug[e].

1, ang; 2, ang[e]. 1, ing; 2, ing[e]. 1, ong; 2, ong[e].

1, ung; 2, ung[e].

1, adge; 2, edge; 3, idge; 4, odge; 5, udge.

Include *cy* and *gy* in the drill on endings.

## PHONIC FACTS FOR EIGHTH MONTH OR DIVISION

I. **Simple phonograms.** — aw, au, ui, ew.

II. **Blended phonograms.** — *ar*, preceded by *w*; *or*, preceded by *w; ear.*

*Family names.* — awl, awk, awn.
aub, auce, aud, aul, ault, ause.
ald, all, alk, alt.
uice, uit.

III. **Sight words.** — comb, tongue, build, beauty.

IV. Suffix *es*.

### Seat Work

1. Silent reading.

2. Provide cut-up stories, using pages from old primers. Cut a page into single words and paste them upon manila cards not less than one inch square. Mount the picture of the page also. Place all in a stout manila envelope. On the back of the envelope mount a duplicate page from another primer. Prepare as many envelopes as there are pupils engaged in seat work. Each child is to arrange his words into sentences, using the page on the back of the envelope for a guide. Number each envelope and the word cards it contains with the same number.

### Spelling

Exercise 2. Blackboard Spelling, page 107.
Exercise 1. Chart Spelling, page 108.
Exercise 1. Seat Work Spelling, page 107.

### Reading

Finish Reading for Seventh Month. Begin Reading for Eighth Month, pages 50–75. Continue supplementary reading.

## First Week

Phonograms: a̤. Equivalent Chart u

Words illustrating these facts are included in the Word List. See Index for section numbers: page 199, a̤; page 202, equivalents of u.

Phonic Chart No. 6 presents phonograms that take the broad sound of *a*. Drill by blending initial phonograms with these. Include the following drill: [c]aught[], [t]aught[], etc. Drill also from Phonic Chart No. 2, using ald, all, alt, aw, alk, in the exercise.

*L* is silent in *alk*. Illustrate this fact by sounding words containing alk, ilk, ulk, olk:

| | | | |
|---|---|---|---|
| talk | walk | chalk | stalk |
| silk | milk | bulk | yolk |

Refer to Equivalent Chart No. 5 in presenting *ui* and *ew*.

Keep all facts in constant review in the daily phonic drill.

## Second Week

Phonograms: *ar*, preceded by *w*; *or*, preceded by *w*

*A*, in *ar* preceded by *w*, generally has the sound of broad *a*.

Ex. — war, swarm, wart.

*Or*, preceded by *w*, generally has the sound of *ur*.

Ex. — work, worth, word, worm.

Words illustrating these facts are included in the Word List. Section 274, war; Section 285, wor.

Drill by holding letter squares in rapid succession before *ar* upon Phonic Chart No. 3. The pupils sound as the cards are placed.

Ex. — [c]ar [t]ar [f]ar [sc]ar [w]ar

### Third Week

Phonogram: Suffix es

By use of the letter square ending es with words written upon the blackboard, show that some words end with the sound of *s*, others with the sound of *es*.

Ex. — face watches noses cages washes
smiles rides jokes shores cubes

Lead the class to see that when the word ends in a buzzing sound, *es* adds a syllable. These sounds are: ç, ġ, sh, ch, s, x, z. Drill from the Phonic Charts by placing es after families ending in these consonants. Form ace, ice, uce, ange, inge, onge, unge, upon the Charts by placing e e as shown in Seventh Month, Fourth Week. Keep e e in position, cover it with es and sound. Words ending in *es* are included in the Word List, Sections 360, 361.

### Fourth Week

Phonogram: ear

*Ear* is like *er* in earth, pearl, earn, learn, heard. See Word List, Section 258.

*Ear* is like *ere* in bear, wear, tear. See Word List, Section 257.

## PHONIC FACTS FOR NINTH MONTH OR DIVISION

I. **Simple phonograms.** — augh, ough.
II. **Blended phonograms.** — qu, mb, sten, ften.

### Seat Work

Review previous seat work exercises.

### Spelling

| | |
|---|---|
| Exercise 3. | Blackboard Spelling, page 107. |
| Exercises 2 and 5. | Chart Spelling, pages 109, 111. |
| Exercises 1 and 2. | Seat work, Spelling, page 107. |
| Exercise 1. | Spelling Games, page 115. |

### Reading

Finish Reading for Eighth Month. Begin Reading for Ninth Month, pages 76–100. Continue supplementary reading.

### First Week

Phonograms: augh, ough

*Augh* and *ough*, before *t* final, take the sound of broad *a*. Drill from Phonic Chart No. 3.

| augh | ough |
|---|---|
| caught | bought |
| taught | fought |
| naught | sought |
| fraught | brought |

When *augh* and *ough* are final and end with the sound of *f*, they are blended phonograms.

Ex. — laugh, cough, enough.

Drill from Phonic Chart No. 3 upon *though* and *through*. Cover the initial letters of *though* with successive initial letter squares to form words ending in *ough*. At first, tell the pupil something of the meaning of each word as it is formed and sounded: —

Mother makes bread of [d]ough.

The bird sits on a [b]ough.

When we have a cold, we [c]ough.

Things that are not smooth are [r]ough.

Meat that is not tender is [t]ough.

The farmer uses a [pl]ough.

A miry place in the road is a [sl]ough.

The horse drinks from a [tr]ough.

## Second Week

### Phonogram: qu

For words illustrating this phonogram see Word List, Section 362.

*Q* is always found in combination with *u*.

Ex. — quick, quill, conquer, liquid.

*Qu* is usually pronounced *kw* when initial; when not initial, *u* in *qu* is often silent.

Ex. — opaque, mosquito.

Form words with the letter square [qu] upon the Phonic Charts.

Ex. — [qu]ack, [qu]ilt.

### Third Week

Phonogram : mb

For words illustrating this phonogram see Word List, Section 344.

*B* after *m* is silent in monosyllables.

Ex. — crumb, climb.

Sound: 1, cr; 2, umb; 3, crumb. Drill from Phonic Chart No. 3: Cover *u* in *umb* with the letter square *a* to form [a]mb; with *e* to form [e]mb; with *i* to form [i]mb, to be sounded ĭmb or īmb; with *o* to form [o]mb, to be sounded ōmb or o͝mb. Let pupils tell words in which these sounds are heard.

### Fourth Week

Phonogram; ften, sten

For words illustrating these phonograms see Word List, Sections 341, 342.

*T*, in the ending *ten*, after *s* or *f* is silent.

Ex. — often, soften, glisten, moisten.

Place vowel letter square *o* before *ften* on Phonic Chart No. 3 to form [o]ften. Form with letter squares [a]sten, [i]sten. Let pupils tell words in which these sounds are heard.

## PHONIC FACTS FOR TENTH MONTH OR DIVISION

I. **Simple phonogram.** — ph.
II. **Blended phonograms.** — tion, sion, ous, tious, cious, stle.

### Seat Work

Review previous seat work exercises.

### Spelling

| | |
|---|---|
| Exercise 3. | Blackboard Spelling, page 107. |
| Exercises 1, 2, 5, 6, 7. | Chart Spelling, pages 108, 109, 111. |
| Exercises 1, 2. | Seat Work Spelling, page 107. |
| Exercises 1, 2, 3. | Spelling Games, page 115. |

### Reading

Finish Reading for Ninth Month. Read Reading for Tenth Month, pages 101–124. Continue supplementary reading.

### First Week

Phonograms: ous, stle, ph

For words illustrating these phonograms, see Word List, Sections 331, 343, 346.

*Ous* is pronounced *us*.

Ex. — famous, porous.

*Ph* takes the sound of *f*.

Ex. — camphor, Philip.

Exception: Stephen.

When the ending *tle* is preceded by *s*, *t* is silent.

Ex. — castle, whistle, bustle.

Place vowel letter squares before *stle* on Phonic Chart No. 3

to form [a]stle, [e]stle, [i]stle, [o]stle, [u]stle. Let the pupil tell words in which these sounds are heard.

### Second Week

Phonograms: tion, sion, tious, cious, cial, tian

For words illustrating endings that begin with the sound of *sh*, see Word List, Sections 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339.

### Third Week

*Tion* is pronounced *shun*, except when it is preceded by *s* or *x*. *Sion* is pronounced *shun* when it is preceded by a consonant. When it is preceded by a vowel, it is pronounced *zhun*.

Ex. — attention, question, mission, occasion.

*Tious* and *cious* are pronounced *shus*. *Cial* and *tian* are pronounced *shal* and *shan*.

Ex. — vexatious, gracious, social, musician.

Place vowel letter squares before these endings on Phonic Chart No. 3, to show that when a vowel (except *i*) immediately precedes these endings it is long. Example: —

*ation* as in *station*
*etion* as in *secretion*
*otion* as in *motion*
*ution* as in *solution*

*asion* as in *occasion*
*esion* as in *cohesion*
*osion* as in *explosion*
*usion* as in *confusion*

*atious* as in *vexatious*
*acious* as in *gracious*
*ecious* as in *specious*

*ocious* as in *ferocious*
*ucius* as in *Vespucius*.

*acial* as in *racial*
*ocial* as in *social*
*ucial* as in *crucial*

*atient* as in *patient*
*otient* as in *quotient*

| | | | |
|---|---|---|---|
| *ition* | as in *addition* | *icious* | as in *delicious* |
| *ision* | as in *division* | *icial* | as in *official* |
| *itious* | as in *ambitious* | *itial* | as in *initial* |
| *icient* | as in *sufficient* | *ician* | as in *musician* |

Exceptions: precious, especial.

A consonant between the vowel and the ending prevents it from being long.

Ex. — attention, mansion, fractious.

Extensive drills upon words that illustrate these endings should be deferred until such words appear in advance reading.

## SPELLING

The phonic drill in its analysis of words and grouping of phonograms is excellent preparation for written and oral spelling. No word should be included in a spelling lesson that is not in the child's vocabulary — that he cannot use intelligently; but spelling has to do with the structure of words rather than with the meaning. It appeals to the eye rather than to the ear. To spell is to call up a mental picture of a word and translate it into a spoken or written picture. It follows that the mental picture must be clear and exact before the word can be correctly spelled. The division of monosyllables into initial letters and family names as indicated in the phonic drill, enables the child to hold in his mental vision of a word, not a succession of letters with little relation to one another, but the family with its additions. He thinks of blended phonograms as units and writes them as such: *black* is not *b-l-a-c-k*, in which there are five facts to be known and placed in order, but *bl-ack*, in which but two facts are to be noted.

The spelling lesson is not the time to take new words into the vocabulary. It is rather the time to clinch and make a working vocabulary of words that have been developed in other lessons.

Both oral and written spelling should have a place in the school program.

### Written Spelling

Written spelling should precede oral spelling and should begin as soon as the child is able to form letters. He should understand that writing is inseparable from spelling. When he writes a word, he is spelling with his pencil just as truly as when he uses his voice to name the letters in a word. In either case, he must recall the mental picture of the word in

order that he may place the right letters in the right order. Work in sorting and selecting phonograms (see seat work for First Month) should precede and accompany written spelling. The following exercises are suggestive. They should begin in the first month and continue throughout the year.

*Exercise* 1. — Dictate, by sound, simple and blended phonograms. These are to be selected from among small phonogram cards upon the desk and copied upon a spelling slip.

*Exercise* 2. — Dictate, by sound, simple and blended phonograms, including initials and family names: fl, sh, ch, an, at, am, tr, sl. These are to be written from memory. In every case the pupils should sound the phonogram after the teacher.

*Exercise* 3. — Dictate, by sound, short words in a series; as, —

can, man, ran, fan; lake, make, rake, take.

*Exercise* 4. — Dictate short sentences; as, I see. I can run.

*Exercise* 5. — Dictate words to show the use of final *e*; as, —

| | | | | |
|---|---|---|---|---|
| fad | mad | hid | rob | tub |
| fade | made | hide | robe | tube |

*Exercise* 6. — Dictate a word and its derivatives; as, —

| | | |
|---|---|---|
| like | take | smoke |
| liking | taking | smoking |
| liker | taker | smoked |
| liked | taken | smoker |

*Exercise* 7. — Dictate words in groups: as, —

| | | | |
|---|---|---|---|
| tack | sack | lack | rack |
| take | sake | lake | rake |

*Exercise* 8. — Dictate Mother Goose Rhymes.

### Blackboard Spelling

*Exercise* 1. — Give each child an initial letter square. He is to write in a column upon the blackboard words that begin

with the initial he holds. At first allow the pupil to step quietly to the Charts and form the word with the letter square before he writes it.

*Exercise* 2. — Give each child a family name slip. He is to write upon the blackboard all the words containing the phonogram that he can remember.

*Exercise* 3. — Give each child a sight word slip. He is to write a sentence containing his word.

### Seat Work Spelling

*Exercise* 1. — Require each child to form the words at the head of the reading lesson upon his desk, using the box of letters.

*Exercise* 2. — Require each child to use the words at the head of the reading lesson in sentences.

During the first year and first half of the second year this should be oral work. In the second half of the second year the sentences may be written.

*Exercise* 3. — Copy words found in the reading lesson, containing ea, ow, ay, etc.

*Exercise* 4. — Write rat, rate, rated, rating, upon the blackboard. Require, as a class exercise, the pupils to write under *rat* words that may be formed by recombining the letters of the word. The same thing is to be done with the letters of each word. The finished exercise is : —

*rat*

at tar

*rate*

rat ate art tear tar ear
at are tea tare eat

*rated*

rat rate at are Ted tare dear
red read ate dart tar tear dare

*rating*

| | | | | |
|---|---|---|---|---|
| rat | ran | tar | trig | Nat |
| ring | at | tin | in | gin |
| rain | art | tan | it | gain |
| rag | air | train | nag | gait |

Continue as a class exercise with other words arranged as a series, until each pupil understands the requirements of the work. It may then form a profitable seat work exercise.

Other series are: —

black, blacking, blackest, blacker, blacked.
white, whiter, whitest, whitened.
please, pleasing, pleasant, pleasure.

### Chart Spelling

This should begin with the second half year and continue through the third year of school.

The words spelled in the following exercises are not selected or determined by the teacher. Neither are they prepared or studied as tasks by the child before the recitation begins. Whatever preparation he may make by way of storing words in memory is entirely voluntary and is induced by the pleasure the exercise affords. The words that he thinks of to spell are familiar to him in meaning and use, and their forms have been impressed upon him through the phonic drill. Two things are insured: —

1. The child spells no word that is not in his vocabulary.
2. He must have a clear mental picture of each word in order to form it upon the Charts.

The spelling drills should be given with snap. No word should be spelled twice in an exercise.

*Exercise* 1. — Present an initial letter square, as [m]. Each child thinks of a word that can be formed upon the Charts by

placing this initial before a family name. The first child takes the card from the teacher, places it upon the chart to form his word, pronounces the word as he places the card, spells it as he turns to face the class. (The teacher holds the card in place until the word is spelled.) The next child takes the card, forms, pronounces, and spells his word. Each child in turn does the same. Examples of words that a class of ten pupils may spell, are: —

| | | | | |
|---|---|---|---|---|
| mind | mill | match | muff | make |
| mat | must | mound | mold | move |

The initial *m* may be retained for another turn round the class, but usually a different initial should be chosen for each round.

It will be seen that there are as many different words spelled in one turn round the class as there are pupils reciting. In five times round a class of ten pupils fifty words will be spelled. Each child is intent upon recalling and forming words that he knows; each child is eager for his turn to spell. Interest is at a white heat, lasting impressions are made. The child of scant vocabulary rapidly enlarges his list of words through competition with his mates.

Word forms have no place in the spelling drill. If one should be formed, as m and, the teacher says: "*Mand* is not a word; we are to spell words." Or she may ask, "What is *mand?* Is it something to eat? Can we wear *mand?* Is it a plaything? Can we feel it? Have you ever seen *mand?*" The child replies, "No, I do not know what *mand* is." "Then we will not spell it. We are to spell words that we know about and that we use when we speak."

*Exercise* 2. — Present the letter square e e. Final *e* or the letter on the left edge of the card is to be placed as in the phonic drill after families that contain a single vowel followed

by a single consonant (see Fourth Month). In this exercise the entire word is not formed. Ex. — ade, ine, obe, ute, are. The child supplies the initial as he places the card, pronounces, and spells his word. Examples of words that may be spelled are: fade, twine, robe, flute, care.

*Exercise* 3. — Final *e* on letter square [e e] is placed after ang, ing, ong, ung, ast, ath, ith, oth, to form ang[e], ing[e], ong[e], ung[e], ast[e], ath[e], ith[e], oth[e]. The pupil supplies the initial as he places the card, pronounces, and spells the word. Examples of words that may be spelled are: strange, hinge, sponge, lunge, paste, bathe, writhe, clothe.

*Exercise* 4. — Final *e* on letter square [e e] is placed to cover the final consonant of: —

| | | | | |
|---|---|---|---|---|
| anch | ench | inch | onch | unch |
| ass | ess | iss | oss | uss |
| aff | | iff | | |
| all | | ill | oll | ull |
| ack | | ick | | uck |

to form —

| | | | | |
|---|---|---|---|---|
| anc[e] | enc[e] | inc[e] | onc[e] | unc[e] |
| as[e] | es[e] | is[e] | os[e] | us[e] |
| af[e] | | if[e] | | |
| al[e] | | il[e] | ol[e] | ul[e] |
| ac[e] | | ic[e] | | uc[e] |

The pupil supplies the initial as he places the card, pronounces, and spells the word.

*Exercise* 5. — Present ing. Exclude from this exercise the families on the first half of Phonic Chart No. 1, containing a single vowel followed by a single consonant. The first child takes the card, places it after a family ending in two consonants or containing two vowels, pronounces, and spells his word. For example, *anding* will suggest standing, landing, etc.; *icking* will suggest picking, ticking, etc.; *ailing* will suggest failing, mailing, etc. The same family should not be used twice in an exercise.

*Exercise* 6. — Use ed in the same way with the same restriction as to families. Examples of words that may be spelled are: hunted, watched, smelled, pulled, crowded, etc.

*Exercise* 7. — Use er in the same way with the same restriction as to families. Examples of words that may be spelled by the pupil are: watcher, miller, older, boiler, etc.

*Exercise* 8. — Present the vowel letter square e e. Direct the child to place it before one of the families *ed*, *em*, *ep*, *en*, *et*, *er*, to form e*ed*, e*em*, e*ep*, e*en*, e*et*, e*er*, and spell the word he thinks of. Examples of words that may be spelled are: need, seem, peep, seen, beet, cheer.

*Exercise* 9. — Present the vowel letter square e e. Direct the child to place it before one of the families ad, am, ap, an, at, ash, ar, ath, ave, to form ead, eam, eap, ean, eat, eash, ear, and spell the word he thinks of. Examples of words that may be spelled are: read, seam, heap, clean, heat, leash, clear, breath, weave. No confusion need arise concerning words that have the same vowel sound but different spelling. If, for example, in Exercise 8, the pupil decides to form *eep* and announces his intention to spell *heap*, the teacher should say, "Heap is not spelled with *eep*." She should place the

letter square before *ap* to form [e]ap and require the child to spell the word correctly. (As a seat-work exercise to follow this lesson, the pupils should write all the *eap* and *eep* words they find between certain pages of the reader.) Require each child to use his word in a sentence before he spells it, in order to be sure that he knows how to use homonyms.

*Exercise* 10. — Present the vowel letter square [a]. Direct the child to place it before one of the families id, im, in, it, int, ist, ir, to form aid, aim, ain, ait, aint, aist, air, and spell the word he thinks of. Examples of words that may be spelled are: braid, stain, wait, paint, waist, stair.

*Exercise* 11. — Prefix initial letter squares to the phonograms upon the Equivalent Charts. The words thought of are to be spelled.

*Exercise* 12. — Review the phonic drill given in Fifth Month (see page 85) from Phonic Chart No. 3. Call for words in which these sounds are heard. As each word is given, ask the child to spell it. The teacher writes the word as it is spelled. Note the sound of the vowel and whether or not it is followed by double consonants. For example, the child sounds [a]ddle. He says it makes him think of *paddle;* he spells *paddle.* The teacher writes the word as the child names the letters. In answer to questions, the child states that *a* says *ă* in the word. Because it says *ă*, he knows that there are two *d*'s in the word. Example of words that may be spelled are found in the Word List, Sections 290, 292, 294, 296, 298.

*Exercise* 13. — The teacher shows [a]dle. It is sounded: the word it suggests, for example, *cradle*, is spelled and written upon the board. The pupils note that *a* says *ā* and that there is but one *d* after *a*. Examples of words that may be spelled are found in the Word List, Sections 291, 293, 295, 297, 299.

*Exercise* 14. — The teacher sounds *padding* and writes it upon the board; the pupils note that *a* says *ă*; that it is followed by two *d*'s. The teacher sounds *slamming*. She does not write it on the board; the pupils listen for the vowel sound. They spell the word with two *m*'s in order to make the vowel say *ă*. Continue the exercise by sounding for the pupils to spell: trimming, cunning, hopping, etc. Words will be found in Word List, Sections 354, 355, 356.

*Exercise* 15. — The teacher sounds *fading;* the pupils note the sound of the vowel, and spell the word with one *d* in order to make *a* say *ā*, etc.

*Exercise* 16. — Present letter square ing. Use in this drill families containing one vowel followed by a single consonant. Ex. — *ab*, *in*, *op*, *un*, *ir*, etc. The first pupil places ing after *it* on Phonic Chart No. 1, and says he will spell *hitting*. The teacher asks him what *i* says in his word. The pupil notes that it says *ĭ* and says that he will put two *t*'s in the word in order to make the vowel sound right. He shifts ing slightly to the right of *it* to leave space for the added *t*, thus: it ing. Each child in turn takes the card and spells the word he thinks of, using a single or double consonant as he wishes to make the vowel sound long or short. Frequently each child spells two words, as: padding, fading; hopping, hoping. The drill should appeal to the pupils as a game. It should be brisk and animated. Words that may be spelled in this exercise are found in the Word List, Sections 354, 357.

*Exercise* 17. — Place ed after families ending in a single consonant preceded by a single vowel, and spell derivatives ending in *ed*, using a single or double consonant after the

vowel as needed to make it long or short. Ex. — mated, matted. Words that may be spelled in this exercise are found in the Word List, Sections 355, 358.

*Exercise* 18. — Place [er] after families ending in a single consonant preceded by a single vowel, and spell derivatives ending in *er*, as in the previous exercise. Words that may be spelled in this exercise are found in the Word List, Sections 356, 359.

*Exercise* 19. — Review the phonic drill given in Seventh Month (see pages 91, 92) from the blackboard and Phonic Charts. Present letter square [ing]. Indicate the families upon Phonic Chart No. 3 that contain final *e*. Direct the pupil to place the ending after any one of these families, and spell the word he thinks of. Each pupil covers or displaces the *e* of the stem by the vowel of the ending. Example: —

ak[ing] ok[ing] av[ing] idg[ing]

from which he spells: making, smoking, saving, bridging, fiddl[ing], struggl[ing], whistl[ing], etc.

*Exercise* 20. — Present [ed] and drill as in Exercise 19.

*Exercise* 21. — Present [er] and drill as in Exercise 19.

Words that may be spelled in these exercises are found in the Word List, Sections 357, 358, 359.

*Exercise* 22. — Place all the vowel letter squares accessible to the pupils. Use the last column of endings on Phonic Chart No. 3. Each child in turn takes the vowel that he needs to form [a]by, [a]dy, [i]cy, [u]ly, etc. Words that may be spelled are: baby, lady, icy, truly, etc.

*Exercise* 23. — Direct the pupils to place the letter square slightly apart from the ending and to spell words in which the vowel does not tell its name, as u ny, e ny, a ry, i dy. Words: funny, penny, Harry, biddy.

### Spelling Games

1. Teacher says, "I am thinking of a word like make."
Child says, "Is it r-a-k-e, rake?"
Teacher. — "No."
Next child. — "Is it t-a-k-e, take?"
Continue till the word is spelled.
Include exceptions in these exercises.

2. Teacher. — "I am thinking of a word with a-t-c-h in it."
Child. — "Is it m-a-t-c-h, match?"
Teacher. — "No."
Next child. — "Is it h-a-t-c-h, hatch?"
Teacher. — "No."
Third child. — "Is it w-a-t-c-h, watch?"
Teacher. — "Yes."

Exceptions that may be included in this game are: what, put, push, bush, pint, key, most, post, both, doth, etc.

3. Teacher says, "I am thinking of a word that contains a double letter." The first time this game is played she indicates on the charts the families containing double letters, as, ss, ll, ff, oo, bb, dd, gg, pp, zz, tt, etc. Proceed as in previous exercise. The short vowel words spelled in Chart Spelling, Exercises 16, 17, 18, and 23, should be included in this game.

4. Teacher says, "Letters in the word I am thinking of sometimes say *ow*."

Pupils spell now, crow, croup, pout, cough, trough, dough, bough, enough, etc., until they spell the word, or the teacher tells.

Never prolong a game until the pupils are weary.

5. Review the fact that *ite* and *ight* have the same sound. Ask pupils to tell words that they have seen spelled with *ite*. Write these words upon the blackboard. Extend the list to five words: bite, kite, white, write, quite.

The words site, mite, smite, spite, sprite, etc., do not usually appear in a child's vocabulary. They need not, *at this time*, be included in the exercise.

Review the written words, spell them; use them in sentences; let each child write them from memory. Tell the pupils that other words taking this sound are spelled with *ight*. Play a game of sharp eyes: the teacher holds the entire pack of letter squares. She shuffles the cards rapidly in order to present initials used in both *ight* and *ite* words. The pupils spell in turn or in concert, as the initials are shown: bright, slight, night, kite, sight, fight, white, etc. Words that may be spelled in this exercise are in the Word List, Sections 61, 253. The only words to be carried in memory are the five *ite* words. All others with this sound fall into the list spelled with *ight*.

6. Review the fact that *ay* and *eigh* have the same sound. Present for drill, as with the *ite* words: sleigh, neigh, weigh, they, prey. Tell pupils that other words ending in the sound of *a* are spelled with *ay*. Drill with letter squares, as in the previous exercise. Pupils spell as the initials are shown: bay, play, say, dray, neigh, play, etc. Words that may be spelled in this exercise are in the Word List, Sections 245, 249.

7. Review the fact that *ote* and *oat* have the same sound. The pupils learn that note, wrote, vote, are spelled with *ote*; that other words ending with this sound are spelled with *oat*: boat, coat, float, etc. Present initials in rapid succession. See Word List, Sections 63, 260, for words that may be spelled. Review the fact that no, so, go, end in the sound of *o*. Other words that end in this sound are spelled with *ow*. See Word List, Section 232, for words that may be spelled. Present initial letter squares for rapid spelling as in Exercise 5.

# BOOK THREE

Through the steady progression of the phonic drill, the child has been made familiar with many language facts. He has learned that *e*, *r*, and *w* are the three powerful letters of the alphabet, and he is prepared to modify vowel and consonant sounds when he sees these letters in certain positions with regard to the other letters of a word. He has learned that derivatives are not formed by adding *d* or *r* to the primitive word, but by adding *ed* or *er*; and he knows that the vowel of the ending covers or displaces final *e* of the primitive. He knows that he must double a single consonant after a single vowel if he is to retain the short vowel in the derivative, etc. By far the greater number of these language facts he uses unconsciously. We might say that he has absorbed the idea through the repetition of the drill rather than that he has consciously stored the fact in memory. In order to obtain lasting impressions of all these facts, they should be kept in constant review by means of daily phonic drill throughout the second and third years of school.

## Vowels and Consonants

In the second year, the distinction between vowels and consonants should be made. This knowledge can be used to give variety to the seat work. The pupils should copy words from their readers containing two vowels, three vowels, ending in a vowel, beginning with a consonant, etc.

The rule illustrated in the Fifth Month, first year (see page 85), should be extended to "Two or more consonants tend to make a preceding vowel short." The pupils should be trained to inspect polysyllables in the light of this rule. It is a general rule, and there are many exceptions. If, because of

accent or for any other reason, a word does not follow the rule, the teacher should give instant help by telling the correct pronunciation. But the child should be led to form the habit of inspection, and he should be required to help himself in the solving of word problems whenever it is in his power to do so.

For example, the word *independence* is to be sounded. The child hesitates over the sound of the second vowel.

The teacher says, "What can we do that will help us to know the sound of *e*?"

Child. — "We must look at the two letters that stand after it. They are *p* and *e*."

Teacher. — "What is *p*? What is *e*?"

Child. — "*P* is a consonant, *e* is a vowel."

Teacher. — "How many consonants follow *e*?"

Child. — "One."

Teacher. — "What does *e* say when there is but one consonant after it?"

Child. — "It tells its name; it says *ē*."

The sound of the third vowel in the word is decided to be *ĕ* because it is followed by two consonants.

### New Phonic Facts

Our language is a growth. In appearance and sound it has changed with its growth. Many words in common use have become more abbreviated in sound than in spelling; among these are words beginning with or containing *kn*, *gn*, *gu*, *bu*, *wr*, *mn*, silent initial *h*, *ch* like *k*, *ou* like *ō* before *l*, or *r*. The first letter is silent in *kn*, *gn*, *wr;* the second letter is silent in *gu*, *bu*, *mn*. Many words illustrating these phonograms are in the child's spoken vocabulary. These words have been included in the text of Book Three.

The phonic scheme at the head of each lesson instructs when to teach these facts. Drill should be given upon these, and

upon the other facts of the lessons by sounding words of the Word List, from the sections indicated in the schemes.

### Spelling

Review the spelling exercises of the First Year.
Exercises 5, 6, 7, 8. Written spelling, page 106.
Exercises 3, 4, 8, 9, 10, 11. Chart spelling, pages 110, 111, 112.
Exercises 1, 2, 3, 4. Seat-work spelling, page 107.
Exercises 4, 5, 6. Spelling games, pages 115, 116.

### Seat Work

Review and extend the seat work exercises of the First Year to include writing of original sentences. Use the exercises under Seat Work Spelling, page 107.

## BOOK FOUR

The facts that have been selected for illustration are in the accepted reading vocabulary of the child who is to use the book. They are: short *i* in endings ice, ile, ine, ise, ite, ive; *y* like short *i*; *y* like long *i*; *i* like *ee*; *i* like consonant *y*; two vowels coming together but in different syllables. Drill upon these is to be given by sounding words of the Word List from the sections indicated in the phonic scheme. The phonic facts previously developed should be kept in constant review by frequent chart drills, spelling exercises, and games. These should be brisk and animated.

The child should be required to apply his knowledge of phonics to the solving of all word problems that appear in the text. He should look for familiar elements in exceptions in order to sound them, in part at least. Frequently the context will help him to the pronunciation of these words. The teacher

should assist when the child is unable to help himself, but she should never tell him a word that he is capable of finding out.

### Spelling

Exercises 6, 7, 8. Written spelling, page 106.
Exercises 1 to 23. Chart spelling, pages 108 to 115.
Exercises 1, 2, 3, 4. Seat work spelling, page 107.
All spelling games. Pages 115, 116.

# WORD LIST

The sections of the following list contain words illustrating every family and phonogram upon the phonic charts. They also contain words illustrating the rules that are developed in the phonic drill. They include: —

1. The vocabulary of over thirty readers of primary grade.
2. Words of the child's vocabulary not included in these school readers.
3. Words, illustrating the value, in the drill, of word forms.

The list is used as follows: —

1. Words to supplement or emphasize the chart drill upon a given fact may be selected and written upon the board for sounding. For this purpose words illustrating a certain phonogram are grouped under that phonogram; words illustrating a phonic rule are grouped under that rule.

2. Words may be selected from the list for use in spelling drills. It will be seen that the lists are not arranged by grades or according to the year of school in which they are to be used. No definite arrangement of this nature seems practicable in view of the fact that many words are used over and over in each grade, and that the intermediate or grammar grade pupil frequently needs to have his attention called to the spelling of short words as well as to that of longer ones. The teacher should select from each section words suited for her grade. She will use only those words that are actually in the child's spoken vocabulary at the time of spelling.

# WORD LIST

**1. ab** as in *blab*

| | | | | |
|---|---|---|---|---|
| cab | grab | Rabbi | tablet | dabble |
| dab | scab | fabric | clabber | gabble |
| Mab | slab | rabbit | sabbath | drabble |
| nab | stab | flabby | scabbard | rabble |
| gab | habit | shabby | baboon | scrabble |
| crab | cabin | Tabby | cabbage | cabinet |
| drab | rabid | jabber | babble | laboratory |

**2. ab** as in *Abe*, *babe*

**ab** as in

| | | | | |
|---|---|---|---|---|
| babel | Mabel | cable | gable | labor |
| label | saber | table | fable | Tabor |

**3. eb** as in *ebb*

| | | | | |
|---|---|---|---|---|
| web | treble | ebony | February | celebrity |
| rebel | pebble | debit | nebula | |

**4. eb** as in

| | | |
|---|---|---|
| glebe | grebe | |

**eb** as in

| | | |
|---|---|---|
| zebra | Quebec | Hebrew |

**5. ib** as in *bib*

| | | | | |
|---|---|---|---|---|
| fib | glib | Thibet | tribune | fribble |
| jib | squib | exhibit | nibble | liberty |
| rib | ribbon | driblet | quibble | contribute |
| crib | Gibbon | giblets | scribble | |

6. **ib** as in

| | | | |
|---|---|---|---|
| jibe | bribe | tribe | scribe |

**ib** as in

| | |
|---|---|
| fiber | bible |

7. **ob** as in *Bob*

| | | | | |
|---|---|---|---|---|
| cob | sob | bobbin | cobbler | cobbler |
| fob | knob | Dobbin | lobster | gobble |
| hob | snob | goblin | slobber | hobble |
| job | blob | Bobby | Robbie | probable |
| mob | throb | hobby | Robert | bobolink |
| rob | robin | lobby | problem | globule |

8. **ob** as in

| | | | |
|---|---|---|---|
| lobe | globe | probe | robe |

**ob** as in

| | | | |
|---|---|---|---|
| sober | noble | October | Oberon |

9. **ub** as in *blubber*

| | | | | |
|---|---|---|---|---|
| bub | tub | shrub | public | sublime |
| cub | club | drub | rubber | subtract |
| dub | grub | cubby | lubber | Hubbard |
| hub | snub | chubby | bubble | stubble |
| nub | stub | rubbish | rubble | cherub |
| rub | scrub | hubbub | rub-a-dub | blubber |

10. **ub** as in

| | | |
|---|---|---|
| cube | tube | tuber |

**ub** as in

| | | | |
|---|---|---|---|
| Cuba | cubic | cubit | jubilee |

11. **ad** as in *add*

| | | | | |
|---|---|---|---|---|
| bad | sad | sadly | bladder | Braddock |
| fad | brad | caddice | ladder | Madison |

| | | | | |
|---|---|---|---|---|
| gad | clad | admire | madder | Aladdin |
| had | glad | tadpole | straddle | tradition |
| lad | shad | radish | saddle | radical |
| mad | caddy | shadow | haddock | graduate |
| pad | daddy | Chaddock | padlock | madam |

**12.** **ad** as in *jade*

| | | | | |
|---|---|---|---|---|
| fade | blade | shade | lade | barricade |
| made | glade | spade | stockade | parade |
| wade | grade | trade | blockade | evade |

**ad** as in

| | | | |
|---|---|---|---|
| lady | ladle | cradle | cadence |

**13.** **ed** as in *bed*

| | | | | |
|---|---|---|---|---|
| fed | bled | sled | pedal | impediment |
| led | bred | sped | pedlar | medicine |
| Ned | Dred | shred | peddle | sediment |
| red | fled | Edna | federal | Jedadiah |
| Ted | Fred | credit | dedicate | |
| wed | shed | medal | predicate | |

**14.** **ed** as in

| | | |
|---|---|---|
| cede | Swede | Eden |

**15.** **ed** as in *creed*

| | | | | |
|---|---|---|---|---|
| deed | need | weed | greed | tweed |
| feed | reed | bleed | speed | treed |
| heed | seed | breed | steed | |

**16.** **id** as in *bid*

| | | | | |
|---|---|---|---|---|
| Cid | chid | fidget | fiddle | gridiron |
| did | slid | hidden | middle | holiday |
| hid | skid | liquid | riddle | pyramid |
| kid | midst | Sidney | griddle | president |

| | | | | |
|---|---|---|---|---|
| lid | squid | solid | nid-nod | stridulous |
| mid | biddy | widow | tid-bit | |
| rid | giddy | Florida | Gideon | |

**17.** **id** as in *bide*

| | | | | |
|---|---|---|---|---|
| hide | wide | slide | beside | provide |
| ride | bride | stride | decide | |
| side | chide | pride | divide | |
| tide | glide | abide | inside | |

**id** as in

| | | | |
|---|---|---|---|
| Ida | Fido | trident | spider |

**18.** **od** as in *cod*

| | | | | |
|---|---|---|---|---|
| God | sod | shod | dodder | shoddy |
| hod | nod | Todd | fodder | toddle |
| odd | clod | trod | plodder | Nimrod |
| pod | plod | body | bodkin | |
| rod | prod | model | modest | |

**19.** **od** as in *ode*

| | | | |
|---|---|---|---|
| node | mode | rode | Rhode |
| bode | code | lode | |

**od** as in

| | | |
|---|---|---|
| Zodiac | Rhody | Odin |

**20.** **ud** as in *bud*

| | | | | |
|---|---|---|---|---|
| cud | scud | gudgeon | Hudson | sudden |
| mud | spud | bludgeon | Scudder | |
| duds | stud | huddle | rudder | |
| suds | cudgel | puddle | shudder | |

**21.** **ud** as in

| | | | |
|---|---|---|---|
| nude | dude | elude | exude |

**ud** as in

student Judy

22. **am** as in *am*

| | | | | |
|---|---|---|---|---|
| dam | cram | damage | scramble | vampire |
| ham | dram | hammock | gambol | camera |
| jam | sham | mammoth | clamber | family |
| ram | slam | pampas | scamper | Amazon |
| Sam | tram | ambush | grammar | Abraham |
| yam | lamb | bamboo | stammer | tamarack |
| clam | camel | bramble | rampart | namby-pamby |

23. **am** as in *came*

| | | | | |
|---|---|---|---|---|
| dame | lame | tame | flame | became |
| fame | name | James | frame | |
| game | same | blame | shame | |

**am** as in

Lama stamens

24. **em** as in *gem*

| | | | | |
|---|---|---|---|---|
| hem | lemon | Flemish | clematis | November |
| Shem | emblem | blemish | democrat | September |
| stem | solemn | temper | assemble | December |
| them | cement | temple | memory | remember |
| ember | Bremen | tremble | feminine | resemblance |
| poem | premise | remedy | pemmican | Agamemnon |

25. **em** as in

theme scheme extreme supreme

26. **eem** as in

deem seem teem

**27. im** as in *him*

| | | | | |
|---|---|---|---|---|
| Jim | swim | pilgrim | dimple | scrimmage |
| rim | trim | gimlet | simple | stimulate |
| vim | whim | flimsy | wimple | eliminate |
| brim | scrim | timber | nimble | scimitar |
| grim | timid | simmer | thimble | dimity |
| prim | limit | shimmer | limpet | primitive |
| skim | kimbo | glimmer | crimson | chimpanzee |
| slim | mimic | glimpse | chimney | |

**28. im** as in *chime*

| | | | | |
|---|---|---|---|---|
| dime | rime | clime | prime | slime |
| lime | time | crime | grime | chime |

**29. om** as in *bom*

| | | | | |
|---|---|---|---|---|
| Tom | comet | homage | somber | domino |
| from | comic | pompon | Thompson | hominy |
| romp | vomit | promise | trombone | Lombardy |

**30. om** as in *home*

| | | | | |
|---|---|---|---|---|
| dome | tome | Rome | chrome | |
| | **om** as in *Nokomis* | | Homer | Romeo |

**31. om** as in *come*

| | | | | |
|---|---|---|---|---|
| | some | blossom | kingdom | wisdom |
| | become | compass | stomach | company |

**32. um** as in *hum*

| | | | | |
|---|---|---|---|---|
| rum | scum | plumb | clumsy | summer |
| mum | slum | thumb | dummy | cucumber |
| sum | strum | bumble | lumber | flummery |
| gum | thrum | fumble | slumber | umbrella |
| chum | jump | jumble | number | cerebrum |
| drum | dump | stumble | Nahum | columbine |
| glum | crumb | tumble | autumn | |
| plum | numb | grumble | rummage | |

**33. um** as in

| | | | | |
|---|---|---|---|---|
| fume | flume | plume | spume | exhume |

**34. ap** as in *cap*

| | | | | |
|---|---|---|---|---|
| gap | yap | scrap | vapid | capture |
| map | chap | strap | captain | happen |
| lap | clap | wrap | chapter | Lapland |
| nap | flap | apple | napkin | papoose |
| rap | slap | dapple | baptist | perhaps |
| sap | snap | grapple | baptism | shrapnel |
| tap | trap | rapid | capitol | Japanese |

**35. ap** as in *ape*

| | | | | |
|---|---|---|---|---|
| cape | tape | drape | shape | escape |
| nape | crape | grape | scrape | |

**ap** as in

| | | | | |
|---|---|---|---|---|
| staple | maple | caper | paper | taper |

**36. ep** as in *rep*

| | | | | |
|---|---|---|---|---|
| step | slept | leper | Beppo | heptagon |
| kept | swept | pepper | pepsin | September |
| wept | depth | scepter | tepid | perception |
| crept | adept | shepherd | Neptune | preparation |

**37. eep** as in *deep*

| | | | | |
|---|---|---|---|---|
| keep | weep | sleep | creep | sweep |
| peep | cheep | sheep | steep | |

**eep** as in

steeple

**38. ip** as in *dip*

| | | | | |
|---|---|---|---|---|
| hip | tip | ship | scrip | skipper |
| Jip | Zip | slip | script | slipper |

| | | | | |
|---|---|---|---|---|
| lip | chip | skip | tulip | cripple |
| nip | clip | snip | turnip | stipple |
| pip | drip | trip | catnip | stipule |
| rip | flip | whip | Philip | kipper |
| sip | grip | strip | Scipio | |

**39.** **ip** as in *stipe*

| | | | |
|---|---|---|---|
| pipe | wipe | snipe | stripe |
| ripe | gripe | tripe | |

**ip** as in

| | | |
|---|---|---|
| piper | viper | biped |

**40.** **op** as in *optic*

| | | | | |
|---|---|---|---|---|
| cop | pop | drop | stop | copper |
| fop | sop | flop | strop | hopper |
| hop | top | prop | tropic | proper |
| lop | chop | shop | poplar | stopper |
| mop | crop | slop | cyclops | adopted |

**41.** **op** as in *ope*

| | | | | |
|---|---|---|---|---|
| cope | lope | pope | grope | slope |
| hope | mope | rope | scope | elope |

**op** as in

toper

**42.** **up** as in *cup*

| | | | | |
|---|---|---|---|---|
| pup | up | abrupt | crupper | upper |
| sup | sirup | supper | scupper | Tupper |

**43.** **up** as in

dupe

**up** as in

| | |
|---|---|
| pupil | Jupiter |

**44.** **an** as in *van*

| | | | | |
|---|---|---|---|---|
| can | Hans | canteen | transfer | chancel |
| Dan | plan | hansom | lantern | channel |
| fan | scan | answer | banish | flannel |
| man | span | banner | vanish | bantam |
| Nan | than | gander | Fannie | Spanish |
| pan | Anna | glander | Francis | January |
| ran | Santa | handle | frantic | cranberry |
| tan | stanza | pansies | granite | mandarin |
| bran | began | prancer | cranny | Canada |
| clan | anvil | shanty | slander | Pandora |

**45.** **an** as in *Dane*

| | | | | |
|---|---|---|---|---|
| bane | Jane | pane | wane | thane |
| cane | lane | sane | plane | |
| fane | mane | vane | crane | |

**46.** **en** as in *Ben*

| | | | | |
|---|---|---|---|---|
| den | lens | kitchen | slender | general |
| fen | then | children | Spencer | benefit |
| hen | when | blenny | kennel | strenuous |
| men | enter | frenzy | pencil | valentine |
| pen | census | Jennie | stencil | venison |
| ten | Genoa | plenty | prentice | grenadier |
| wen | lentil | twenty | rennet | Benton |
| glen | chicken | fender | senator | centaur |

**47.** **en** as in

scene

**48.** **een** as in *thirteen*

| | | | | |
|---|---|---|---|---|
| keen | green | sheen | spleen | canteen |
| seen | queen | screen | between | sixteen |

**49. in** as in *bin*

| | | | | |
|---|---|---|---|---|
| fin | thin | minute | spindle | violin |
| gin | twin | dinner | swindle | vinegar |
| kin | whin | winner | fringy | principal |
| pin | begin | ginger | ninny | sentinel |
| sin | linen | hinder | quinsy | opinion |
| tin | linden | finish | stringent | Virginia |
| win | sinew | linnet | window | crinoline |
| chin | Ninoo | instant | destine | scintillate |
| grin | rinse | tinsel | chlorine | sleep-sin-by |
| shin | quince | brindle | Minnie | trinity |
| skin | clinic | dwindle | minister | infinite |
| spin | engine | kindle | Hamelin | indeed |

**50. in** as in *opine*

| | | | | |
|---|---|---|---|---|
| dine | mine | wine | shine | spine |
| fine | nine | sine | twine | swine |
| kine | pine | tine | thine | decline |
| line | vine | brine | whine | |

**in** as in Chinese

**51. on** as in *con*

| | | | | |
|---|---|---|---|---|
| Don | bronze | chronic | sonnet | bonfire |
| fond | tonic | Donald | confess | responsive |
| John | honor | honest | jonquil | Wisconsin |
| frond | bonnet | monster | tonsils | nonsense |
| blonde | concert | pongee | gondola | bronchial |
| scone | content | Ronald | yonder | Jonathan |

**52. on** as in *alone*

| | | | | |
|---|---|---|---|---|
| bone | lone | crone | prone | zone |
| cone | pone | drone | shone | telephone |
| hone | tone | Jones | stone | megaphone |

**53. on** as in *ton*

| | | | | |
|---|---|---|---|---|
| son | button | lemon | Monday | talons |
| won | cannon | Leon | money | Ericson |
| once | cotton | lion | prison | Marion |
| none | lesson | Lisbon | reason | cushion |
| month | heron | London | reckon | onion |
| apron | honey | melon | ribbon | wagon |

**54. un** as in *begun*

| | | | | |
|---|---|---|---|---|
| bun | pun | crunch | bundle | begun |
| dun | run | lunch | trundle | funny |
| fun | sun | munch | tunnel | cunning |
| gun | shun | dunce | blunder | Sunday |
| Hun | spun | grunt | plunder | sunset |
| nun | stun | until | hundred | Brunswick |

**55. un** as in *union*

| | | | | |
|---|---|---|---|---|
| | dune | tune | immune | Neptune |
| | June | fortune | tribune | |

**56. at** as in *cat*

| | | | | |
|---|---|---|---|---|
| bat | flat | batter | spatter | gatling |
| fat | scat | chatter | splatter | platform |
| mat | slat | clatter | blatter | natural |
| Nat | that | flatter | Brattle | battery |
| pat | sprat | matter | prattle | gratitude |
| rat | Latin | platter | rattle | satisfied |
| sat | catkin | scatter | attract | stratify |
| vat | catnip | shatter | lattice | caterpillar |
| chat | statue | smatter | tattoo | |

**57. at** as in *ate*

| | | | | |
|---|---|---|---|---|
| date | late | hate | crate | celebrate |
| fate | mate | prate | plate | delicate |

| | | | | |
|---|---|---|---|---|
| gate | rate | slate | state | playmate |
| Kate | bate | grate | skate | vibrate |

**58. et** as in *bet*

| | | | | |
|---|---|---|---|---|
| get | wet | better | quiet | Fletcher |
| jet | yet | letter | secret | Juliet |
| let | debt | Betty | market | floweret |
| met | fret | Hetty | basket | coverlet |
| net | whet | kettle | closet | violet |
| pet | poet | mettle | garret | metal |
| set | suet | petal | brooklet | |

**59. eet** as in *beet*

| | | | | |
|---|---|---|---|---|
| feet | greet | sheet | street | tweet |
| fleet | meet | sleet | sweet | |

**60. it** as in *bit*

| | | | | |
|---|---|---|---|---|
| bit | lit | twit | critic | twitter |
| fit | mit | whit | brittle | Whittier |
| flit | pit | writ | little | pitiful |
| grit | sit | split | whittle | ritual |
| hit | wit | quit | kitten | spirit |
| kit | slit | ditto | mitten | Italy |
| knit | spit | ditty | written | irritate |

**61. it** as in *cite*

| | | | | |
|---|---|---|---|---|
| bite | site | sprite | write | polite |
| quite | mite | trite | smite | excite |
| rite | spite | white | invite | incite |

**62. ot** as in *cot*

| | | | | |
|---|---|---|---|---|
| blot | lot | Scott | cotton | throttle |
| clot | not | shot | grotto | totter |
| dot | plot | slot | motto | bottle |

| | | | | |
|---|---|---|---|---|
| got | pot | spot | forgot | blotter |
| hot | rot | tot | glottis | bottom |
| jot | sot | knot | Scotland | flotsam |

**63.** **ot** as in *rote*

| | | | | |
|---|---|---|---|---|
| note | smote | tote | vote | wrote |

**t** as in

hotel

**64.** **ut** as in *but*

| | | | | |
|---|---|---|---|---|
| cut | strut | cuttle | butter | gutter |
| hut | button | scuttle | cutter | mutter |
| jut | Dutton | shuttle | clutter | putter |
| nut | mutton | Tuttle | flutter | catgut |
| rut | glutton | butler | stutter | nutmeg |
| shut | putty | cutler | shutter | butterfly |
| smut | walnut | sutler | sputter | buttercup |

**65.** **ut** as in *chute*

| | | | | |
|---|---|---|---|---|
| | cute | jute | mute | flute |
| | lute | dispute | astute | Canute |

**ut** as in

| | | | | |
|---|---|---|---|---|
| | beauty | duty | gluten | beautiful |

**66.** **ag** as in *crag*

| | | | | |
|---|---|---|---|---|
| bag | flag | rag | haggle | dagger |
| brag | jag | sag | straggle | swagger |
| drag | lag | slag | scraggy | stagger |
| fag | Mag | snag | shaggy | spaghetti |
| stag | swag | wag | magpie | fragment |

**67** **ag** as in *age*

| | | | | |
|---|---|---|---|---|
| cage | page | rage | wage | assuage |
| gage | sage | stage | image | enrage |

**68. eg** as in *beg*

| | | | | |
|---|---|---|---|---|
| dregs | keg | Gregory | segment | McGregor |
| egg | leg | Peggy | neglect | negative |
| peg | legume | regular | beggar | Pegasus |

**69. ig** as in *big*

| | | | | |
|---|---|---|---|---|
| dig | wig | whig | bigger | lignite |
| fig | brig | sprig | dignity | niggard |
| gig | grig | stigma | frigate | signal |
| jig | prig | trigger | Higgins | Quigley |
| pig | trig | giggle | spigot | indigo |
| rig | twig | wigwam | ligament | whirligig |

**70. og** as in *clog*

| | | | | |
|---|---|---|---|---|
| bog | fog | nog | frog | progress |
| cog | hog | jog | togs | soggy |
| dog | log | flog | grog | |

**71. og** as in

| | |
|---|---|
| doge | gamboge |

**72. ug** as in *thug*

| | | | | |
|---|---|---|---|---|
| bug | jug | rug | slug | muggy |
| dug | lug | drug | snug | nugget |
| hug | pug | plug | shrug | struggle |

**73. ug** as in

| |
|---|
| huge |

**74. and** as in *and*

| | | | | |
|---|---|---|---|---|
| band | hand | strand | Standish | chandler |
| bland | Rand | grandma | handsome | England |
| brand | sand | grandpa | sandstone | Greenland |
| gland | Shand | handle | sandy | expand |
| grand | stand | handy | standard | |

**and** as in

| | | | | |
|---|---|---|---|---|
| candle | Flanders | landau | Anderson | Pandora |
| dandle | gander | mandarin | Androcles | tandem |
| scandal | slander | mandolin | dandelion | candor |
| vandal | candy | mandrake | fandango | |

**75. end** as in *end*

| | | | | |
|---|---|---|---|---|
| bend | rend | trend | depend | tender |
| blend | fend | wend | pretend | vender |
| lend | send | vend | fender | pendant |
| mend | tend | defend | lender | descend |

**end** as in *gender*

| | | | | |
|---|---|---|---|---|
| slender | Endicott | Kendal | splendid | surrender |

**76. ind** as in *behind*

| | | | | |
|---|---|---|---|---|
| bind | find | hind | mind | rind |
| blind | grind | kind | wind | kindest |

**77. ind** as in *window*

| | | | | |
|---|---|---|---|---|
| brindle | swindle | flinders | Hindoo | index |
| kindle | dwindle | cylinder | Indian | kindlings |
| spindle | cinder | linden | India | indigo |
| hinder | tinder | indent | indicate | Sindri |

**78. ond** as in

| | | | |
|---|---|---|---|
| blonde | bond | fond | pond |

**79. ond** as in

| | |
|---|---|
| seconds | diamonds |

**ond** as in

| | | | |
|---|---|---|---|
| wonderful | wonder | Monday | London |

**80. und** as in *Fundy*

| | | | | |
|---|---|---|---|---|
| blunder | sunder | bundle | hundred | Bundy |
| plunder | thunder | trundle | under | |

**81. ash** as in *ashes*

| | | | | |
|---|---|---|---|---|
| cash | mash | clash | plash | thrash |
| dash | rash | crash | slash | bashful |
| hash | sash | flash | smash | fashion |
| lash | brash | gnash | trash | eyelash |

**82. esh** as in

| | | | | |
|---|---|---|---|---|
| | flesh | fresh | mesh | thresh |

**83. ish** as in *dish*

| | | | | |
|---|---|---|---|---|
| fish | childish | foolish | reddish | tarnish |
| wish | dervish | furnish | selfish | varnish |
| bluish | English | Irish | vanish | jinrikisha |
| cherish | finish | punish | brownish | |

**84. osh** as in

| | | |
|---|---|---|
| | Joshua | mackintosh |

**85. ush** as in *gush*

| | | | | |
|---|---|---|---|---|
| hush | blush | crush | plush | slush |
| mush | brush | flush | rush | thrush |

**86. ush** as in *rosebush.*

| | | | | |
|---|---|---|---|---|
| bush | bushel | bushy | push | cushion |

**87. ack** as in *alack.*

| | | | | |
|---|---|---|---|---|
| back | sack | smack | bracket | package |
| hack | tack | snack | jacket | unpack |
| Jack | clack | stack | placket | brackish |
| lack | crack | track | cackle | jackdaw |
| Mack | knack | thwack | grackle | mackintosh |
| pack | quack | whack | shackle | mackerel |
| rack | slack | attack | tackle | |

**88. eck** as in *reck*

| | | | | |
|---|---|---|---|---|
| Breck | deck | speck | reckon | woodpecker |

| | | | | |
|---|---|---|---|---|
| check | neck | wreck | freckle | speckle |
| fleck | peck | beckon | | |

**89. ick** as in *chick*

| | | | | |
|---|---|---|---|---|
| brick | nick | tick | trickle | hickory |
| click | pick | trick | bicker | dickory |
| crick | prick | thick | flicker | Pickering |
| Dick | quick | Vick | snicker | Frederick |
| flick | sick | wick | cricket | chick-a-dee |
| kick | slick | fickle | thicket | chicken |
| lick | stick | tickle | hayrick | chicken-licken |

**90. ock** as in *haycock*

| | | | | |
|---|---|---|---|---|
| block | dock | lock | stock | tick-tock |
| Brock | flock | mock | hockey | Murdock |
| cock | frock | rock | jockey | cockle |
| clock | hock | sock | pocket | hollyhock |
| crock | knock | shock | sprocket | rock-a-bye |

**91. uck** as in *buck*

| | | | | |
|---|---|---|---|---|
| duck | suck | stuck | buckle | cuckoo |
| huck | tuck | shuck | knuckle | duckling |
| luck | chuck | pluck | pucker | bucket |
| muck | cluck | truck | sucker | Kentucky |
| Puck | Gluck | struck | tucker | Pawtucket |

**92. act** as in *fact*

| | | | | |
|---|---|---|---|---|
| | tact | abstract | compact | extract |
| | tract | attract | contact | exact |

**act** as in

| | | | |
|---|---|---|---|
| actor | factor | factory | character |

**93. ect** as in *sect*

| | | | | |
|---|---|---|---|---|
| affect | direct | effect | object | suspect |

| | | | | |
|---|---|---|---|---|
| collect | deflect | expect | perfect | respect |
| correct | elect | infect | select | lecture |
| detect | erect | insect | subject | rectangle |

**94.** **ict** as in *Picts*

| | | | | |
|---|---|---|---|---|
| evict | afflict | convict | predict | derelict |
| edict | addict | depict | verdict | contradict |
| strict | conflict | inflict | friction | |

**95.** **oct** as in

concoct

**oct** as in

doctor

**96.** **uct** as in *duct*

| | | | |
|---|---|---|---|
| abduct | induct | construct | obstruct |
| conduct | deduct | instruct | structure |

**uct** as in

| | | |
|---|---|---|
| suction | fluctuate | ductile |

**97.** **ank** as in *Frank*

| | | | | |
|---|---|---|---|---|
| bank | rank | clank | plank | thank |
| dank | sank | crank | prank | shrank |
| hank | tank | drank | shank | blanket |
| lank | blank | flank | spank | Franklin |

**98.** **ink** as in *link*

| | | | | |
|---|---|---|---|---|
| ink | pink | clink | spink | crinkle |
| kink | rink | prink | think | sprinkle |
| mink | blink | drink | shrink | twinkle |
| sink | brink | slink | tinker | wrinkle |
| wink | chink | stink | trinket | bobolink |

**99.** **onk** as in

| | |
|---|---|
| honk | donkey |

**100. onk** as in

monk monkey

**101. unk** as in *chipmunk*

| | | | | |
|---|---|---|---|---|
| hunk | chunk | flunk | spunk | shrunk |
| junk | drunk | plunk | skunk | |
| sunk | bunk | slunk | trunk | |

**102. ask** as in

| | | | | |
|---|---|---|---|---|
| cask | mask | task | flask | basket |

**103. esk** as in

desk Eskimo

**104. isk** as *frisk*

| | | | | |
|---|---|---|---|---|
| brisk | disk | Fisk | whisk | whiskers |

**105. usk** as in

| | | | | |
|---|---|---|---|---|
| dusk | rusk | husk | tusk | dusky |

**106. amp** as in *camp*

| | | | | |
|---|---|---|---|---|
| damp | clamp | tramp | samp | stamp |
| lamp | cramp | Hampton | champ | scamp |

**amp** as in

| | | | | |
|---|---|---|---|---|
| ample | hamper | tamper | grampus | stampede |
| trample | pamper | pampas | lamprey | Sampo |

**107. emp** as in

hemp empty

**emp** as in

temper temple templar tempest

**108. emp** as in

attempt tempt unkempt

**109.** **imp** as in *crimp*

| | | | | |
|---|---|---|---|---|
| gimp | limp | glimpse | scrimp | Simpson |

**imp** as in *dimple*

| | | | |
|---|---|---|---|
| pimple | rimple | whimper | simply |
| simple | wimple | simper | |

**110.** **omp** as in

| | | |
|---|---|---|
| pomp | romp | Thompson |

**111.** **omp** as in *prompt*

**112.** **ump** as in *bump*

| | | | | |
|---|---|---|---|---|
| chump | jump | plump | trump | gumption |
| clump | lump | slump | crumpet | pumpkin |
| dump | mumps | stump | trumpet | |
| hump | pump | thump | sumpter | |

**ump** as in

| | |
|---|---|
| crumple | rumple |

**113.** **ang** as in *bang*

| | | | | |
|---|---|---|---|---|
| clang | pang | sang | gang | Whang |
| fang | Prang | tang | twang | Langdon |
| hang | rang | slang | sprang | Wolfgang |

**ang** as in *language*

| | | | |
|---|---|---|---|
| dangle | mangle | tangle | kangeroo |
| jangle | spangle | strangle | entangled |

**114.** **ang** as in

| | | | | |
|---|---|---|---|---|
| change | grange | mange | range | strange |

**ang** as in

| | | | | |
|---|---|---|---|---|
| angel | danger | manger | ranger | stranger |

**115.** **ing** as in *bring*

| | | | | |
|---|---|---|---|---|
| cling | ping | spring | string | gosling |

| | | | | |
|---|---|---|---|---|
| ding | ring | sting | wing | nothing |
| fling | sing | swing | lying | Witling |
| king | sling | thing | viking | kingdom |

**ing** as in *single*

| | | | | |
|---|---|---|---|---|
| | dingle | kringle | shingle | Domingo |
| | jingle | mingle | tingle | finger |

**116. ing** as in *tinge*

| | | | | |
|---|---|---|---|---|
| cringe | fringe | hinge | singe | twinge |

**117. ong** as in *along*

| | | | | |
|---|---|---|---|---|
| dong | prong | tongs | belong | Hongkong |
| gong | song | thong | oblong | ping pong |
| long | strong | throng | prolong | |

**ong** as in

| | | | | |
|---|---|---|---|---|
| | congress | Mongol | | |

**118. ong** as in

| | | | | |
|---|---|---|---|---|
| | among | mongrel | tongue | |

**119. ung** as in *clung*

| | | | | |
|---|---|---|---|---|
| flung | lung | slung | strung | young |
| hung | rung | stung | swung | |
| sung | bung | pung | sprung | |

**ung** as in

| | | | | |
|---|---|---|---|---|
| | hungry | hunger | bungle | jungle |

**120. ung** as in

| | | | | |
|---|---|---|---|---|
| | lunge | plunge | | |

**121. atch** as in *batch*

| | | | | |
|---|---|---|---|---|
| catch | latch | patch | snatch | satchel |
| hatch | match | scratch | thatch | ratchet |

**122.** **etch** as in *retch*

| | | | |
|---|---|---|---|
| fetch | sketch | stretch | |
| ketch | vetch | Gretchen | |

**123.** **itch** as in *flitch*

| | | | |
|---|---|---|---|
| ditch | pitch | witch | Pritchard |
| hitch | stitch | kitchen | |

**124.** **ich** as in

| | | |
|---|---|---|
| rich | which | Richard |

**125.** **otch** as in

| | | | | |
|---|---|---|---|---|
| botch | blotch | crotch | notch | Scotch |

**126.** **utch** as in *Dutch*

| | | | | |
|---|---|---|---|---|
| clutch | crutch | hutch | smutch | escutcheon |

**127.** **uch** as in

| | |
|---|---|
| much | such |

**128.** **anch** as in *Blanche*

| | | | | |
|---|---|---|---|---|
| blanch | branch | cranch | lanch | stanch |

**129.** **anch** as in

| | | |
|---|---|---|
| hanch | planch | ranch |

**anch** as in

| | |
|---|---|
| franchise | stanchion |

**130.** **ance** as in *lance*

| | | | | |
|---|---|---|---|---|
| chance | dance | glance | prance | trance |

**131.** **ance** as in *cancer*

| | | | | |
|---|---|---|---|---|
| cancel | chancel | fancy | Nancy | lancet |

**132. ench** as in *bench*

| | | | |
|---|---|---|---|
| blench | drench | quench | trench |
| clench | French | tench | stench |

**133. ence** as in *fence*

| | | | | |
|---|---|---|---|---|
| hence | pence | whence | presence | excellence |
| absence | silence | Spence | essence | innocence |
| sentence | thence | Florence | commence | prominence |
| independence | | | | |

**134. inch** as in *winch*

| | | | | |
|---|---|---|---|---|
| clinch | finch | flinch | Linch | pinch |

**135. ince** as in

| | | | | |
|---|---|---|---|---|
| mince | prince | quince | since | wince |

**ince** as in

| | |
|---|---|
| pincers | sincere |

**136. onch** as in

conch

**onch** as in

| | | |
|---|---|---|
| broncho | bronchitis | bronchial |

**137. once** as in

once

**138. unch** as in *clunch*

| | | | |
|---|---|---|---|
| bunch | hunch | munch | scrunch |
| crunch | lunch | punch | |

**139. unce** as in

dunce

**140.** **ass** as in *brass*

| | | | | |
|---|---|---|---|---|
| | bass | glass | lass | pass |
| | class | grass | mass | trass |

**ass** as in

molasses

**141.** **ass** as in *lasso*

| | | | | |
|---|---|---|---|---|
| Hassan | passage | sassafras | tassel | vassal |

**142.** **ase** as in

| | | | | |
|---|---|---|---|---|
| | base | case | chase | vase |

**143.** **ase** as in

rase

**144.** **ess** as in *Bess*

| | | | | |
|---|---|---|---|---|
| bless | less | business | goodness | unless |
| chess | mess | careless | lesson | lioness |
| cress | press | confess | message | faithfulness |
| dress | stress | darkness | progress | happiness |
| guess | Tess | express | princess | helpfulness |
| Hess | tress | harness | recess | wilderness |
| jess | address | helpless | spotless | professor |

**ess** as in

| | | | | |
|---|---|---|---|---|
| Jessie | sessile | vessel | messenger | necessity |

**145.** **ese** as in

these

**146.** **iss** as in *bliss*

| | | | | |
|---|---|---|---|---|
| | hiss | miss | Swiss | criss-cross |
| | kiss | siss | Twiss | |

**iss** as in *missal*

| | | | | |
|---|---|---|---|---|
| missile | missive | Mississippi | dissect | lissome |

**147.** **iss** as in

dissolve scissors

**148.** **ise** as in *rise*

| | | | |
|---|---|---|---|
| wise | advise | advertise | surmise |
| arise | chastise | exercise | surprise |

**149.** **oss** as in *across*

| | | | |
|---|---|---|---|
| boss | floss | loss | Foss |
| cross | fosse | moss | bossy |
| dross | gloss | Ross | joss-stick |

**oss** as in

| | | | | |
|---|---|---|---|---|
| blossom | Flossie | fossil | possess | possible |

**150.** **ose** as in *brose*

| | | | |
|---|---|---|---|
| chose | hose | pose | rose |
| close | nose | prose | those |

**151.** **ose** as in

dose close morose

**152.** **ose** as in

lose whose

**153.** **uss** as in

Huss fuss muss truss

**uss** as in

russet brussels

**154.** **uss** as in

puss

**155.** **use** as in

fuse muse amuse refuse

**156.** **use** as in

useful useless refuse obtuse

**157.** **ant** as in

ant chant grant pant slant

**158.** **ant** as in *antlers*

brant cant Kant
plant rant scant

**ant** as in *bantam*

frantic lantern mantel Tantalus
Santa shanty Scranton

**159.** **ant** as in

elephant merchant pleasant truant

**160.** **ent** as in *bent*

blent pent tent moment invent
cent rent vent present prevent
dent sent went prevent president
Kent lent content silent regiment
Brent spent consent extent independent

**ent** as in *enter*

carpenter gentile Quentin valentine
central gentle twenty

**161.** **int** as in *dint*

chintz hint print sprint
flint lint squint stint
glint mint splint tint

**int** as in

winter vintage Clinton scintillate

**162.** **ont** as in

font Montcalm

**ont** as in

contain content Montana pontiff Pocahontas

**163.** **ont** as in

front wont

**164.** **unt** as in *blunt*

brunt hunt punt shunt bunting
grunt Lunt runt stunt

**unt** as in

until Gunter junto

**165.** **ast** as in *cast*

blast last past caster
fast mast vast pasture

**ast** as in

master pastor plaster

**166.** **ast** as in

bast hast plastic chastise Erastus

**167.** **aste** as in

baste haste taste waste chaste

**168.** **est** as in *best*

jest crest safest deepest steepest
nest quest spryest fairest warmest
pest arrest chestnut wisest tiniest
rest bluest gesture nestlings prettiest
test forest western greenest gladdest
vest honest biggest harvest reddest

| | | | | |
|---|---|---|---|---|
| zest | nicest | cleanest | highest | strongest |
| blest | longest | earnest | shortest | happiest |
| chest | ripest | dearest | sourest | pleasantest |

**est** as in

| | | | | |
|---|---|---|---|---|
| Hester | Kestrel | prestige | Lester | yesterday |

**169. ist** as in *hist*

| | | | | |
|---|---|---|---|---|
| fist | mist | twist | wrist | wistful |
| list | grist | whist | schist | |

**ist** as in *blister*

| | | | |
|---|---|---|---|
| cistern | Bristol | mistress | sister |
| distant | distance | mistake | vista |
| distress | history | pristine | |

**170. ost** as in

| | | |
|---|---|---|
| cost | frost | lost |

**ost** as in *Boston*

| | | |
|---|---|---|
| foster | nostril | rostrum |
| hostage | prostrate | ostrich |

**171. ost** as in *ghost*

| | | | | |
|---|---|---|---|---|
| almost | host | most | post | postal |

**172. ost** as in

dost

**173. ust** as in *bust*

| | | | | |
|---|---|---|---|---|
| crust | gust | must | thrust | August |
| dust | just | rust | trust | lust |

**ust** as in *bluster*

| | | | | |
|---|---|---|---|---|
| accustom | luster | mustard | sustain | illustrate |
| cluster | muster | musty | trustee | lustily |
| fluster | justice | rustic | frustrate | |

**174.** **asp** as in *asp*

clasp gasp grasp hasp rasp

**asp** as in

Casper jasper

**175.** **esp** as in

trespass vesper

**176.** **isp** as in

lisp wisp

**isp** as in

whisper

**177.** **osp** as in

hospital hospice prosper

**178.** **usp** as in

cusp

**179.** **aft** as in *after*

abaft daft graft raft Taft
craft draft haft shaft waft

**180.** **eft** as in *weft*

cleft deft heft
left reft theft

**181.** **ift** as in *drift*

gift lift sift
shift swift thrift

**ift** as in

fifty Clifton fifteen

**182.** **oft** as in

croft loft **oft** **soft**

**oft** as in

softly softer lofty

**183.** **uft** as in

tuft

**184.** **ath** as in

bath lath path father Hiawatha

**185.** **ath** as in

athlete aftermath Catherine catholic mathematics
athletic Athelney Athens

**ath** as in

Mathers fathom gather lather rather

**186.** **ath** as in

bathe lathe spathe swathe

**187.** **eth** as in *Beth*

Seth loveth laugheth Elizabeth lethargy
method burneth prayeth Bethlehem Methodist
giveth droopeth worketh comforteth Ethelwulf

**eth** as in

nether brethren whether together Netherlands

**188.** **ith** as in *lith*

frith pith zither litharge arithmetic
kith smith Edith cithern

**ith** as in *with*

hither wither thither without whither

**189.** **ith** as in

lithe blithe tithe withe writhe

**190.** **ilth** as in

filth tilth

**191.** **oth** as in *cloth*

moth froth moth sloth wroth
broth Goth Roth troth

**192.** **oth** as in

both loth

**oth** as in

clothe clothing

**193.** **oth** as in

doth nothing

**oth** as in

other brother mother smother another

**194.** **uth** as in

Luther

**195.** **uth** as in

Cuthbert Guthrie

**uth** as in

Rutherford Sutherland Cruthers

**196.** **aff** as in

chaff quaff staff

**197.** **aff** as in

gaff giraffe chaff

**aff** as in *affable*

| | | | | |
|---|---|---|---|---|
| baffle | daffodil | raffle | scaffold | taffy |
| Caffre | Kaffir | saffron | snaffle | traffic |

**198. afe** as in

| | | |
|---|---|---|
| | chafe | safe |

**199. eff** as in

| | | | |
|---|---|---|---|
| | Effie | effect | Jefferson |

**200. iff** as in

| | | | | |
|---|---|---|---|---|
| cliff | sniff | stiff | whiff | riff-raff |

**iff** as in

| | | | | |
|---|---|---|---|---|
| different | difficult | Gifford | griffin | jiffy |

**201. ife** as in

| | | | |
|---|---|---|---|
| | fife | life | strife |
| | knife | rife | wife |

**202. off** as in

| | | |
|---|---|---|
| | doff | scoff |

**off** as in

| | | | | |
|---|---|---|---|---|
| offer | coffee | coffer | officer | proffer |

**203. uff** as in *buff*

| | | | | |
|---|---|---|---|---|
| bluff | gruff | muff | ruff | stuff |
| cuff | huff | puff | snuff | duff |
| fluff | luff | | | |

**uff** as in *buffalo*

| | | | | |
|---|---|---|---|---|
| | guffaw | muffin | suffer | fluffy |
| | Muffet | shuffle | suffix | |

**204. alp** as in

| | | | |
|---|---|---|---|
| | alp | palp | scalp |

**205. elp** as in

help kelp whelp yelp

**206. ulp** as in

gulp sculptor

**207. ald** as in

bald scald

**ald** as in *Alden*

alder Aldrich Spalding Waldo
caldron Malden thraldom

**208. eld** as in

held weld

**eld** as in

elder eldest Eldred seldom sheldrake

**209. ild** as in

mild child wild

**210. ild** as in

gild build

**ild** as in

Hilda children Matilda mildew Mildred

**211. old** as in *behold*

bold fold mold scold golden
cold gold sold told Harold
Dold hold

**212. uld** as in

Hulda

**213. all** as in *all*

ball gall pall stall wall

| | | | | |
|---|---|---|---|---|
| call | hall | squall | tall | thrall |
| fall | mall | small | | |

**214.** **all** as in *alley*

| | | | | |
|---|---|---|---|---|
| callow | tallow | sally | ballad | gallant |
| fallow | dally | tally | pallid | gallon |
| hallow | rally | valley | challenge | gallop |
| mallow | | | | |

**215.** **ale** as in *ale*

| | | | | |
|---|---|---|---|---|
| bale | kale | sale | stale | vale |
| dale | male | scale | swale | wale |
| gale | pale | shale | tale | whale |
| hale | | | | |

**216.** **ell** as in *bell*

| | | | | |
|---|---|---|---|---|
| cell | Nell | yell | shell | swell |
| dell | sell | dwell | smell | Lowell |
| ell | tell | quell | spell | pell-mell |
| fell | well | | | |

**ell** as in *Ella*

| | | | | |
|---|---|---|---|---|
| bellow | mellow | jelly | Arabella | umbrella |
| fellow | hello | cellar | Isabella | McClellen |

**217.** **eel** as in *creel*

| | | | | |
|---|---|---|---|---|
| | feel | keel | reel | wheel |
| | heel | peel | steel | |

**218.** **ill** as in *ill*

| | | | | |
|---|---|---|---|---|
| bill | mill | chill | spill | shrill |
| fill | pill | drill | still | thrill |
| gill | rill | frill | swill | million |
| hill | sill | grill | thill | brilliant |
| Jill | till | quill | trill | miller |
| kill | will | skill | twill | windmill |

**ill** as in *billet*

| | | | | |
|---|---|---|---|---|
| billy | Willie | pillar | billet | Murillo |
| silly | pillow | millet | willow | milliner |

**219. ile** as in *mile*

| | | | | |
|---|---|---|---|---|
| file | smile | stile | vile | while |
| pile | spile | tile | wile | |

**220. oll** as in

| | | | | |
|---|---|---|---|---|
| doll | loll | Moll | Noll | poll |

**oll** as in *folly*

| | | | | |
|---|---|---|---|---|
| jolly | follow | dollie | dollar | Holland |
| collar | hollow | college | pollen | Apollo |

**221. oll** as in *boll*

| | | | | |
|---|---|---|---|---|
| | poll | toll | knoll | scroll |
| | roll | droll | troll | Rollo |

**222. ole** as in *bole*

| | | | | |
|---|---|---|---|---|
| Cole | hole | pole | sole | whole |
| dole | mole | role | stole | oriole |

**223. ull** as in *cull*

| | | | | |
|---|---|---|---|---|
| | dull | hull | mull | scull |
| | gull | lull | null | skull |

**ull** as in

| | | | | |
|---|---|---|---|---|
| | sullen | Sully | crullers | mullet |

**224. ull** as in

| | | | |
|---|---|---|---|
| | bull | full | pull |

**225. ule** as in

mule

**226.** **alt** as in

| | | | | |
|---|---|---|---|---|
| malt | Galt | halt | salt | waltz |

**alt** as in *alter*

| | | | |
|---|---|---|---|
| falter | Dalton | Baltic | |
| Walter | paltry | Baltimore | |

**227.** **elt** as in *felt*

| | | | |
|---|---|---|---|
| belt | melt | welt | spelt |
| celt | pelt | knelt | dwelt |

**elt** as in *helter*

| | | | |
|---|---|---|---|
| delta | seltzer | shelter | helter |
| Felton | Skelton | swelter | skelter |

**228.** **ilt** as in *kilt*

| | | | | |
|---|---|---|---|---|
| gilt | lilt | tilt | guilt | quilt |
| hilt | silt | wilt | stilt | built |
| jilt | | | | |

**ilt** as in

| | | |
|---|---|---|
| Milton | filter | kilter |

**229.** **olt** as in *bolt*

| | | |
|---|---|---|
| colt | Holt | molt |
| dolt | jolt | volt |

**230.** **ult** as in *adult*

| | | | | |
|---|---|---|---|---|
| culture | consult | insult | vulture | exult |

**ult** as in

| | | |
|---|---|---|
| sultry | multiply | cultivate |

**231.** **ow** as in *vow*

| | | | | |
|---|---|---|---|---|
| bow | prow | drown | crowd | coward |
| cow | scow | frown | bower | cowslip |
| how | trow | fowl | flower | downy |
| now | down | growl | power | drowsy |
| row | gown | howl | powder | chow-chow |

| | | | | |
|---|---|---|---|---|
| sow | town | scowl | shower | bow-wow |
| brow | clown | towel | tower | Howland |
| meow | crown | vowel | chowder | |
| plow | brown | browse | brownie | |

**232.** **ow** as in *arrow*

| | | | | |
|---|---|---|---|---|
| bow | grow | flown | hallow | lower |
| low | know | grown | tallow | mower |
| mow | show | known | hollow | minnow |
| row | slow | mown | pillow | shadow |
| sow | snow | bowl | willow | window |
| tow | stow | growth | below | rainbow |
| blow | throw | bellow | borrow | snowy |
| crow | owe | fellow | harrow | toward |
| flow | own | yellow | marrow | Bowdoin |
| glow | blown | fallow | narrow | Knowles |

**233.** **ou** as in *out*

| | | | | |
|---|---|---|---|---|
| our | scout | cloud | mound | arouse |
| hour | shout | proud | pound | thousand |
| sour | snout | loud | round | blouse |
| flour | spout | louder | sound | house |
| scour | sprout | abound | wound | mouse |
| about | stout | bound | count | crouch |
| doubt | trout | found | counter | pounce |
| gout | mouth | ground | fountain | bough |
| pout | south | hound | mountain | plough |
| foul | souse | vouch | slouch | slough |

**234.** **ou** as in *you*

| | | | | |
|---|---|---|---|---|
| croup | soup | Louis | bouquet | Louisa |
| group | troupe | your | through | cantaloupe |
| sou | wound | cougar | courier | Koumiss |

**235. ou** as in *soul*

| | | | | |
|---|---|---|---|---|
| four | though | course | mourned | mould |
| pour | fourth | shoulder | although | smoulder |
| dough | fourteen | source | courtier | poultice |
| court | gourd | bourn | boulder | borough |

**236. ou** as in *young*

| | | | | |
|---|---|---|---|---|
| sough | rough | enough | country | courage |
| slough | tough | trouble | cousin | double |
| nourish | touch | couple | Clough | Douglas |

**237. ou** as in *thought*

| | | | | |
|---|---|---|---|---|
| | bought | ought | sought | trough |
| | brought | fought | cough | nought |

**238. ou** as in *courtesy*

| | | | | |
|---|---|---|---|---|
| journey | tourney | scourge | adjourn | journal |

**239. oy** as in *Roy*

| | | | | |
|---|---|---|---|---|
| boy | Moy | Troy | enjoy | destroy |
| coy | toy | Joyce | loyal | employ |
| Foy | cloy | sloyd | royal | oyster |
| joy | Floy | ahoy | annoy | voyage |

**240. oi** as in *oil*

| | | | | |
|---|---|---|---|---|
| boil | voile | joint | poise | adjoin |
| coil | broil | point | voice | exploit |
| foil | spoil | choice | avoid | anoint |
| soil | coin | moist | poison | ointment |
| toil | loin | noise | rejoice | Illinois |

**241. oi** as in tortoise Bowdoin

**242. oo** as in *foot*

| | | | | |
|---|---|---|---|---|
| good | book | rook | nook | woolen |
| hood | cook | took | shook | wooden |

| | | | | |
|---|---|---|---|---|
| stood | hook | brook | wool | Woodega |
| wood | look | crook | soot | |

**243.** **oo** as in *too*

| | | | | |
|---|---|---|---|---|
| coo | spool | coon | droop | coot |
| goo | stool | croon | scoop | hoot |
| food | school | loon | sloop | Moot |
| mood | boom | moon | stoop | root |
| rood | doom | noon | swoop | scoot |
| brood | loom | soon | troop | Smoot |
| hoof | room | spoon | whoop | toot |
| roof | broom | swoon | choose | aloof |
| cool | bloom | coop | loose | balloon |
| fool | gloom | Goop | moose | schooner |
| pool | groom | hoop | noose | cooper |
| tool | boon | loop | boot | goose |

**244.** **oo** as in

| | | |
|---|---|---|
| brooch | door | floor |

**245.** **ay** as in *away*

| | | | | |
|---|---|---|---|---|
| bay | lay | way | play | spray |
| day | may | bray | pray | Hayes |
| fay | nay | clay | slay | alway |
| gay | pay | dray | stay | crayon |
| hay | ray | fray | sway | display |
| jay | say | gray | tray | Lafayette |

**246.** **ai** as in *raid*

| | | | | |
|---|---|---|---|---|
| braid | pail | lain | bait | daily |
| laid | quail | main | strait | gaily |
| maid | sail | plain | wait | sailor |
| paid | snail | rain | air | maiden |
| raid | tail | slain | chair | complain |

| | | | | |
|---|---|---|---|---|
| staid | trail | Spain | fair | complaint |
| ail | vail | sprain | hair | explain |
| fail | wail | stain | lair | dainty |
| flail | Bain | strain | pair | gaiter |
| frail | brain | train | stair | fairy |
| grail | Cain | twain | waist | fairies |
| hail | chain | vain | maize | prairies |
| jail | drain | faint | praise | daisy |
| mail | grain | paint | raise | daisies |
| nail | gain | quaint | straight | raisin |
| rail | pain | saint | afraid | entertain |

**247.** **ey** as in

| | | | |
|---|---|---|---|
| Bey | hey | prey | Frey |
| they | whey | obey | |

**248.** **ey** as in *honey*

| | | | |
|---|---|---|---|
| cosey | Goosey-loosey | trolley | Betsey |
| money | Turkey-lurkey | chimney | |

**249.** **eigh** as in *eight*

| | | | |
|---|---|---|---|
| neigh | weigh | freight | eighteen |
| sleigh | weight | eighty | neighbor |

**250.** **ei** as in *rein*

| | | | | |
|---|---|---|---|---|
| skein | vein | deign | veil | reindeer |

**251.** **ei** as in *seize*

| | | | |
|---|---|---|---|
| seized | ceiling | either | receipts |
| receive | deceive | neither | |

**252.** **ie** as in *wield*

| | | | | |
|---|---|---|---|---|
| brief | shield | piece | priest | relief |
| chief | yield | shriek | grief | believe |
| thief | niece | fierce | belief | field |

**253. igh** as in *high*

| | | | | |
|---|---|---|---|---|
| sigh | might | tight | fright | highest |
| nigh | night | blight | knight | almighty |
| fight | right | bright | plight | brighter |
| light | sight | flight | slight | sprightly |

**254. ea** as in *sea*

| | | | | |
|---|---|---|---|---|
| beach | leaf | heap | crease | treat |
| peach | sheaf | leap | grease | wheat |
| reach | deal | neap | ease | breathe |
| teach | leal | reap | pease | sheathe |
| bleach | meal | cheap | please | sheath |
| preach | peal | beard | tease | wreath |
| bead | seal | ear | beast | eaves |
| lead | Teal | dear | east | leave |
| mead | squeal | fear | feast | sheaves |
| read | beam | gear | yeast | weave |
| plead | cream | hear | least | beaver |
| beak | dream | Lear | feast | beneath |
| leak | gleam | near | heat | eaten |
| peak | scream | rear | meat | creature |
| teak | steam | tear | neat | season |
| weak | stream | year | peat | reason |
| bleak | bean | clear | seat | disease |
| creak | dean | drear | bleat | nearly |
| sneak | Jean | shear | cheat | dearest |
| speak | mean | smear | cleat | appear |
| squeak | clean | spear | pleat | teapot |
| streak | glean | lease | beat | steamer |

**255. ea** as in *tread*

| | | | | |
|---|---|---|---|---|
| dead | death | ready | heaven | pleasant |
| head | health | steady | heavy | pleasantest |
| lead | breast | instead | measure | dreadful |

| | | | | |
|---|---|---|---|---|
| read | breath | feather | pleasure | meadow |
| bread | thread | leather | treasure | breakfast |
| spread | healthy | weather | wealthy | redbreast |

**256.** **ea** as in

| | | | |
|---|---|---|---|
| break | great | steak | |

**257.** **ea** as in

| | | | | |
|---|---|---|---|---|
| swear | bear | pear | tear | wear |

**258.** **ea** as in *earn*

| | | | |
|---|---|---|---|
| earl | heard | earnest | pearl |
| earth | hearse | learned | pearly |
| early | learn | searched | yearn |

**259.** **ea** as in

| | | |
|---|---|---|
| heart | hearken | hearth |

**260.** **oa** as in *whoa*

| | | | | |
|---|---|---|---|---|
| load | soak | moan | roast | oats |
| road | coal | soap | toast | throat |
| toad | goal | Hoar | boat | loaves |
| loaf | shoal | roar | coat | coax |
| cloak | foam | soar | Choate | cocoa |
| croak | loam | coarse | float | aboard |
| oak | roam | hoarse | goat | afloat |

**261.** **ew** as in *Jew*

| | | | | |
|---|---|---|---|---|
| dew | mew | flew | view | Newport |
| few | new | knew | whew | sinews |
| hew | pew | slew | Lewis | skewer |
| Kew | blew | stew | jewel | |

**262.** **ui** as in

| | | |
|---|---|---|
| suit | juice | juicy |

**263. aw** as in *caw*

| | | | | |
|---|---|---|---|---|
| jaw | flaw | crawl | fawn | crawfish |
| law | gnaw | shawl | lawn | hawthorn |
| paw | slaw | trawl | pawn | awkward |
| raw | squaw | scrawl | drawn | tomahawk |
| saw | straw | sprawl | prawn | brawny |
| claw | thaw | hawk | spawn | tawny |
| draw | bawl | dawn | lawyer | Bashaw |

**264. au** as in *August*

| | | | | |
|---|---|---|---|---|
| cause | Gaul | Saul | because | Maurice |
| clause | gauze | taut | Caudle | Naumkeag |
| Claude | haul | vault | caucus | saucer |
| daub | Maud | vaunt | faucet | sausage |
| fault | Paul | autumn | gaudy | Austrian |
| fraud | pause | author | Laura | sauce |

**265. au** as in *aunt*

| | | | | |
|---|---|---|---|---|
| craunch | flaunt | jaunt | saunter | laughter |
| daunt | gaunt | launch | taunt | laundry |

**266. augh** as in *slaughter*

| | | | | |
|---|---|---|---|---|
| | caught | daughter | haughty | naught |
| | taught | fraught | naughty | |

**267. alk** as in

| | | | | |
|---|---|---|---|---|
| balk | calk | chalk | stalk | talk |

**268. elk** as in

| | | | |
|---|---|---|---|
| | elk | whelk | yelk |

**269. ilk** as in

| | | |
|---|---|---|
| | milk | silk |

**270. olk** as in

folk yolk

**271. ulk** as in

bulk hulk sulk

**272. ar** as in *are*

| | | | | |
|---|---|---|---|---|
| bar | guard | arm | tart | charcoal |
| car | hard | charm | starve | scarlet |
| far | lard | farm | artist | feldspar |
| gar | yard | harm | cargo | Margaret |
| jar | scarf | barn | Carlo | sparkle |
| mar | large | darn | army | barley |
| scar | ark | harp | parlor | Charlie |
| spar | bark | sharp | harbor | harness |
| star | Clark | parse | farmer | sharpen |
| tar | dark | harsh | partner | Mozart |
| barb | hark | marsh | marble | particle |
| garb | lark | art | garden | Arthur |
| farce | park | cart | hardest | farther |
| arch | shark | chart | pardon | harvest |
| larch | spark | dart | target | tardy |
| march | Carl | hart | market | Asgard |
| bard | marl | part | carpet | Barbara |
| card | snarl | start | martin | Haru |

**273. ar** as in *carry*

| | | | | |
|---|---|---|---|---|
| carriage | barrel | Harry | parry | Saracen |
| carries | barren | Barry | tarry | mariner |
| carrot | harrow | marry | parrot | Arabella |
| marrow | sparrow | yarrow | farrier | Araminta |

**274. ar** as in *war*

| | | | | |
|---|---|---|---|---|
| | ward | warp | warmth | quartz |
| | warm | wart | warble | quarter |
| | warn | quart | wharf | dwarf |

**275.** **are** as in *care*

| | | | | |
|---|---|---|---|---|
| bare | mare | share | tare | stare |
| dare | pare | snare | ware | scare |
| fare | rare | spare | square | careful |
| | | | hare | |

**276.** **er** as in *her*

| | | | | |
|---|---|---|---|---|
| pert | serve | Bernard | kernel | servants |
| clerk | ferns | German | merchants | dessert |
| perch | verse | herding | person | were |

**277.** **er** as in *Albert*

| | | | | |
|---|---|---|---|---|
| alder | chamber | finger | flower | under |
| aster | water | cipher | grocer | carrier |
| caper | iceberg | hither | monster | together |
| paper | eager | river | other | yesterday |
| taper | ever | shiver | over | cylinder |
| father | never | sister | powder | different |
| falter | shelter | silver | power | remember |
| gander | whether | spider | shower | carpenter |
| gather | feather | whither | wonder | December |
| farther | leather | winter | yonder | September |
| lantern | leader | cover | jumper | November |

**278.** **er** as in *merry*

| | | | | |
|---|---|---|---|---|
| berries | cherries | errand | Merrill | terrier |

**279.** **er** as in

| | | | | |
|---|---|---|---|---|
| here | mere | sere | sphere | cere |

**er** as in

| | | | |
|---|---|---|---|
| hero | cereal | Erin | |

**280.** **er** as in

| | | |
|---|---|---|
| ere | there | where |

**281.** ir as in *fir*

| | | | | |
|---|---|---|---|---|
| bird | flirt | first | third | thirteen |
| chirp | shirt | girl | thirst | birthday |
| dirt | skirt | stir | whirl | squirrel |

**282.** ire as in *dire*

| | | | | |
|---|---|---|---|---|
| fire | mire | tire | squire | iron |
| hire | spire | wire | require | |

**283.** or as in *for*

| | | | | |
|---|---|---|---|---|
| or | storm | Morse | fortune | orchard |
| nor | born | George | fortress | normal |
| cord | corn | sort | orders | mortar |
| lord | horn | short | organ | forward |
| cork | morn | snort | acorn | Norway |
| fork | scorn | north | corner | California |
| York | thorn | scorch | forty | ornaments |
| stork | worn | torch | mortal | Norsemen |
| form | horse | forlorn | Concord | tortoise |

**284.** or as in *ore*

| | | | | |
|---|---|---|---|---|
| bore | Ora | score | forth | Flora |
| core | wore | shore | store | glorious |
| sore | more | fort | before | oriole |
| tore | chore | port | implore | memorial |
| shorn | pork | porch | borne | Portland |
| torn | sport | sword | report | Portugal |

**285.** or as in *word*

| | | | | |
|---|---|---|---|---|
| work | worse | worry | worship | doctor |
| world | worth | worthy | color | labor |
| worm | | | | |

**286.** or as in

| | | | | |
|---|---|---|---|---|
| sorry | borrow | morrow | sorrow | sorrel |

**287. ur** as in *fur*

| | | | | |
|---|---|---|---|---|
| cur | churn | purl | furnish | surface |
| blur | curl | spur | further | Turkey |
| burn | fur | surf | murmur | Thursday |
| burr | hurt | Arthur | purple | Saturday |
| burst | nurse | burden | purpose | surprise |
| burnt | purse | curtain | pursue | urchin |
| church | purr | disturb | sturdy | return |

**288. ur** as in *cure*

| | | | | |
|---|---|---|---|---|
| pure | endure | measure | nature | picture |

**ur** as in

| | | | | |
|---|---|---|---|---|
| Europe | Puritan | purity | purify | Mercury |

**289. ur** as in

| | | | |
|---|---|---|---|
| hurry | flurry | furrow | |

**290. a** as in *babble*

| | | | | |
|---|---|---|---|---|
| dabble | paddle | haggle | dazzle | tattle |
| drabble | saddle | straggle | battle | bramble |
| gabble | straddle | waggle | Brattle | candle |
| rabble | baffle | apple | cattle | handle |
| scrabble | raffle | dapple | prattle | angle |
| addle | draggle | grapple | rattle | scramble |
| daddle | | | | |

**291. a** as in *able*

| | | | | |
|---|---|---|---|---|
| cable | gable | stable | cradle | maple |
| fable | sable | table | ladle | staple |

**292. e** as in *pebble*

| | | | | |
|---|---|---|---|---|
| heddle | peddle | kettle | nettle | tremble |
| meddle | embezzle | mettle | settle | gentle |

**293.** **ee** as in

| | | | | |
|---|---|---|---|---|
| feeble | needle | wheedle | steeple | beetle |

**ea** as in

eagle

**294.** **i** as in *quibble*

| | | | | |
|---|---|---|---|---|
| dribble | twiddle | ripple | spittle | mingle |
| nibble | whiffle | stipple | whittle | shingle |
| scribble | giggle | whipple | nimble | single |
| diddle | higgle | frizzle | thimble | tingle |
| fiddle | jiggle | fizzle | dwindle | dimple |
| griddle | wriggle | grizzle | spindle | simple |
| middle | cripple | brittle | dingle | tinkle |
| riddle | nipple | little | jingle | twinkle |

**295.** **i** as in *bible*

| | | | | |
|---|---|---|---|---|
| idle | bridle | sidle | rifle | title |

**296.** **o** as in *cobble*

| | | | | |
|---|---|---|---|---|
| gobble | noddle | goggle | bottle | throttle |
| hobble | toddle | stopple | Cottle | nozzle |
| coddle | boggle | topple | mottle | |

**297.** **o** as in

| | |
|---|---|
| noble | ogle |

**298.** **u** as in *bubble*

| | | | | |
|---|---|---|---|---|
| rubble | ruffle | struggle | bumble | stumble |
| stubble | scuffle | cuttle | crumble | tumble |
| cuddle | shuffle | scuttle | fumble | bundle |
| huddle | juggle | shuttle | grumble | trundle |
| muddle | Ruggles | Tuttle | humble | crumple |
| puddle | smuggle | muzzle | jumble | |
| muffle | snuggle | puzzle | mumble | |

**299.** **u** as in

bugle

**300.** **ake** as in *awake*

| | | | | |
|---|---|---|---|---|
| bake | make | wake | quake | partake |
| cake | Pake | Blake | shake | mistake |
| fake | rake | brake | slake | |
| Jake | sake | drake | snake | |
| lake | take | flake | stake | |

**301.** **eek** as in *cheek*

| | | | | |
|---|---|---|---|---|
| creek | leek | peek | seek | sleek |
| Greek | meek | reek | week | |

**302.** **e** as in

| | | | | |
|---|---|---|---|---|
| be | ye | fee | skee | spree |
| he | she | see | knee | three |
| me | the | tee | glee | Dee |
| we | bee | wee | free | flee |

**303.** **ike** as in

| | | | |
|---|---|---|---|
| dike | Mike | spike | |
| like | pike | strike | |

**304.** **oke** as in *smoke*

| | | | |
|---|---|---|---|
| broke | cloke | smoke | woke |
| coke | joke | spoke | yoke |
| choke | poke | stroke | stoke |

**o** as in

| | | |
|---|---|---|
| token | stoker | Loki |

**305.** **o** as in

| | | | | |
|---|---|---|---|---|
| go | so | doe | Joe | toe |
| lo | fro | foe | Poe | sloe |
| no | Coe | hoe | roe | woe |

306. **o** as in

to do

307. **uke** as in

fluke Duke Luke

308. **u** as in *spue*

| | | | | |
|---|---|---|---|---|
| cue | hue | blue | flue | Hugh |
| due | sue | clue | glue | tu tu falidu |

309. **adge** as in

badge Madge

**adge** as in

badger

310. **edge** as in *dredge*

| | | | | |
|---|---|---|---|---|
| edge | hedge | pledge | sledge | knowledge |
| fledge | ledge | sedge | wedge | |

311. **idge** as in *bridge*

midge ridge porridge Cambridge

**idge** as in

fidget

312. **odge** as in *dodge*

lodge dislodge hodge-podge

**odge** as in

dodger lodger Blodgett

313. **udge** as in *budge*

| | | | |
|---|---|---|---|
| drudge | grudge | nudge | trudge |
| fudge | judge | smudge | |

**udge** as in

cudgel

**314.** **av** as in *cave*

| | | | | |
|---|---|---|---|---|
| gave | rave | crave | knave | stave |
| lave | save | Dave | shave | behave |
| nave | wave | grave | slave | behavior |
| pave | brave | | | |

**av** as in

| | | | |
|---|---|---|---|
| Davis | flavor | quaver | |
| navy | favor | favorite | |

**315.** **av** as in *have*

| | | | | |
|---|---|---|---|---|
| gravel | gavel | ravel | travel | unravel |

**316.** **ev** as in

breve

**ev** as in *evil*

| | | | |
|---|---|---|---|
| Eva | Revere | evening | Stevenson |

**317.** **ev** as in *ever*

| | | |
|---|---|---|
| eleven | forever | seven |
| every | never | several |

**318.** **iv** as in *alive*

| | | | | |
|---|---|---|---|---|
| dive | live | shrive | wives | contrive |
| five | chives | strive | arrive | derive |
| hive | drive | thrive | lively | revive |
| I've | knives | | | |

**iv** as in

| | |
|---|---|
| ivory | private |

**319.** **iv** as in *give*

| | | | | |
|---|---|---|---|---|
| live | given | forgive | deliver | Oliver |
| river | driven | quiver | attentive | shiver |

**320.** **ov** as in *cove*

| | | | | |
|---|---|---|---|---|
| hove | clove | stove | wove | throve |
| wove | drove | strove | grove | |

**ov** as in

| | | | | |
|---|---|---|---|---|
| over | clover | Dover | rover | Nova Scotia |

**321.** **ov** as in

| | | | | |
|---|---|---|---|---|
| move | remove | prove | improve | improvement |

**322.** **ov** as in *discover*

| | | | | |
|---|---|---|---|---|
| above | love | cover | hover | shove |
| dove | oven | lover | plover | shovel |
| glove | sloven | covert | Glover | govern |

**323.** **ax** as in *axe*

| | | | | |
|---|---|---|---|---|
| | lax | wax | Faxon | flaxen |
| | Max | flax | Saxon | Fairfax |
| | tax | Caxton | Paxton | beeswax |

**324.** **ex** as in *Rex*

| | | | | |
|---|---|---|---|---|
| sex | exchange | excel | hexagon | explore |
| vex | expanse | express | lexicon | explode |
| next | explain | expect | extreme | extort |
| exit | expel | expense | excite | exploit |
| extra | extend | expert | exile | export |
| expand | excess | sexton | exercise | excuse |
| extract | except | perplex | extinct | extrude |

**325.** **ex** as in *exact*

| | | | | |
|---|---|---|---|---|
| exalt | exactly | exhaust | exert | exude |
| exhale | example | exempt | exist | exult |
| examine | exertion | exhibit | exhort | |

**326. ix** as in *six*

| | | | |
|---|---|---|---|
| Dix | mix | sixth | |
| fix | sixteen | sixty | |

**327. ox** as in *ox*

| | | | | |
|---|---|---|---|---|
| box | pox | oxen | Oxford | foxglove |
| Cox | Knox | moxie | Fox-lox | |

**328. tion** as in *mention*

| | | | | |
|---|---|---|---|---|
| (*a*) | action | attention | addition | adoption |
| | fraction | intention | condition | suction |
| | attraction | direction | friction | introduction |
| | contraction | collection | position | instruction |
| | subtraction | affectionate | option | production |
| (*b*) | nation | vexation | decoration | motion |
| | ration | plantation | declaration | notion |
| | station | invitation | solution | multiplication |
| | vocation | foundation | secretion | revolution |
| | relation | education | emotion | promotion |

**tion** as in *question*

**329. sion** as in *tension*

| | | | | |
|---|---|---|---|---|
| mansion | session | expression | dismission | excursion |
| passion | confession | mission | permission | compulsion |
| compassion | possession | | | |

**330. sion** as in *infusion*

| | | | | |
|---|---|---|---|---|
| abrasion | adhesion | division | corrosion | conclusion |
| invasion | cohesion | precision | explosion | confusion |
| occasion | collision | vision | allusion | delusion |

**331. ous** as in *nervous*

| | | | | |
|---|---|---|---|---|
| famous | porous | glorious | mischievous | victorious |

joyous wondrous hideous generous industrious
jealous beauteous furious dangerous instantaneous

**332. tious** as in *ambitious*

(*a*) fictitious nutritious ambitious fractious
(*b*) cautious vexatious

**333. cious** as in *luscious*

(*a*) delicious suspicious auspicious precious
(*b*) spacious capacious sagacious rapacious
ferocious gracious tenacious voracious

**334. cial** as in *commercial*

(*a*) official provincial financial especial
beneficial artificial
(*b*) social racial crucial

**335. tial** as in *nuptial*

martial initial reverential providential
partial essential prudential substantial

**336. tian** as in

fustian Christian Sebastian

**337. cian** as in

optician politician physician magician mathematician
logician patrician musician

**338. tien** as in

patient quotient patience

**339. cien** as in

sufficient proficient efficient deficient conscience

**340.** **sien** as in

transient

**341.** **ften** as in

often soften

**342.** **sten** as in

| | | | |
|---|---|---|---|
| fasten | christen | glisten | listen |
| moisten | chasten | hasten | |

**343.** **stle** as in *castle*

| | | | | |
|---|---|---|---|---|
| nestle | bristle | mistletoe | apostle | bustle |
| pestle | epistle | thistle | jostle | hustle |
| trestle | gristle | whistle | throstle | rustle |
| wrestle | | | | |

**344.** **mb** as in *jamb*

| | | | | |
|---|---|---|---|---|
| lamb | comb | dumb | plumb | Thumbkin |
| climb | tomb | numb | thumb | lambkin |
| limb | crumb | | | |

**mb** as in *number*

| | | | |
|---|---|---|---|
| limber | slumber | grumbler | stumbling |
| timber | tumbler | mumbled | crumbling |

**345.** **eau** as in *tableau*

beau chateau bureau plateau Bordeaux

**346.** **ph** as in *Ralph*

| | | | | |
|---|---|---|---|---|
| phase | pamphlet | Christopher | lymph | prophet |
| phrase | sphere | siphon | hyphen | trophy |
| caliph | zephyr | Philip | physics | phœnix |
| phalanx | seraph | cipher | orphan | photograph |
| graphic | pheasant | sphinx | phonics | sulphate |
| camphor | elephant | sylph | gopher | sulphur |
| phantom | nephew | nymph | dolphin | triumph |

**347.** *The sound of* **a** *after* **w** *is like that of* **ŏ** *in*

| | | | | |
|---|---|---|---|---|
| wad | wand | wallet | wanton | swap |
| wast | what | wallow | walnut | swan |
| wash | wasp | waffle | walrus | swamp |
| watch | wabble | twaddle | Walter | swallow |
| wan | waddle | wander | swab | swaddle |

**348.** *The sound of* **a** *after* **qu** *is like that of* **ŏ** *in*

| | | | | |
|---|---|---|---|---|
| squab | squash | squander | quantity | quarry |
| squad | squabble | quandary | quarrel | quadrant |

**349.** **U** *and* **ew** *after* **r**, **sh**, *and* **y** *take the sound of* **o͞o**

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | rue | ruble | cruise | gruel | prune |
| | rude | ruin | cruse | extrude | fruit |
| | rule | rumor | bruit | construe | imbue |
| | Ruth | rural | brute | abstruse | scruple |
| | rune | recruit | bruin | accrue | true |
| | ruby | cruel | bruise | prude | truth |
| | rubric | crude | drupe | Reuben | Haru |
| (*b*) | shute | sure | yule | | |
| (*c*) | crew | grew | strew | shrew | chew |
| | brew | screw | threw | shrewd | yew |
| | drew | | | | |

**u** as in

sugar

**350.** **Ing** *added, no change in the primitive word*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | handing | grinding | funding | threshing | crushing |
| | standing | blinding | crashing | meshing | rushing |
| | mending | winding | smashing | fishing | tacking |
| | bending | bonding | lashing | wishing | tracking |

| | | | | | |
|---|---|---|---|---|---|
| (*b*) | pecking | rocking | thanking | honking | camping |
| | checking | knocking | ranking | bunking | stamping |
| | kicking | plucking | winking | chunking | limping |
| | clicking | ducking | blinking | basking | crimping |
| (*c*) | romping | clanging | longing | etching | botching |
| | pumping | hanging | thronging | sketching | notching |
| | stumping | slinging | watching | witching | clutching |
| | bumping | flinging | catching | stitching | smutching |
| (*d*) | branching | pinching | classing | kissing | fussing |
| | blanching | flinching | passing | missing | mussing |
| | quenching | lunching | dressing | crossing | panting |
| | drenching | crunching | pressing | tossing | granting |
| (*e*) | denting | fronting | nesting | frosting | grafting |
| | renting | bunting | jesting | costing | wafting |
| | hinting | grunting | misting | crusting | hefting |
| | minting | casting | twisting | rusting | clefting |
| (*f*) | sifting | smithing | quaffing | bluffing | folding |
| | drifting | frothing | sniffing | fluffing | molding |
| | tufting | lothing | whiffing | scalding | calling |
| | lathing | chaffing | scoffing | welding | falling |
| (*g*) | telling | rolling | salting | wilting | acting |
| | spelling | tolling | malting | quilting | feeling |
| | filling | pulling | melting | bolting | frisking |
| | willing | hulling | belting | jolting | husking |
| (*h*) | snowing | clouding | toying | coining | grooming |
| | blowing | pounding | cloying | joining | booming |
| | pouting | grouping | boiling | cooking | playing |
| | outing | pouring | spoiling | hooking | staying |
| (*i*) | failing | neighing | talking | sewing | hearing |
| | railing | sighing | walking | chewing | threading |

| | | | | |
|---|---|---|---|---|
| preying | clawing | feasting | peeking | laughing |
| weighing | pawing | roaring | fearing | flooring |

**351. Ed** *added after* **t** *or* **d**, *syllable added to primitive word*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | landed | blinded | planted | hinted | blasted |
| | banded | minded | dented | fronted | lasted |
| | mended | bonded | rented | stunted | jested |
| | blended | granted | glinted | shunted | tested |
| (*b*) | fisted | dusted | hefted | scalded | salted |
| | misted | trusted | lifted | welded | malted |
| | frosted | grafted | shifted | gilded | belted |
| | posted | wafted | tufted | folded | felted |
| (*c*) | bolted | clouded | fainted | sighted | floated |
| | molted | sounded | weighted | treated | carted |
| | pouted | feasted | freighted | heated | darted |
| | sprouted | baited | righted | toasted | thirsted |
| (*d*) | jointed | suited | acted | attracted | effected |
| | hoisted | fruited | respected | corrected | exacted |
| | yielded | sorted | restricted | erected | vaulted |
| | shielded | blurted | selected | rewarded | conducted |

**352. Ed** *added after any consonant, no change in primitive word*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | crashed | dished | packed | tricked | clucked |
| | smashed | wished | tacked | clicked | ducked |
| | meshed | pushed | pecked | clocked | thanked |
| | threshed | crushed | decked | rocked | spanked |
| (*b*) | winked | limped | watched | botched | grassed |
| | linked | crimped | hatched | branched | blessed |
| | bunked | romped | etched | pinched | mixed |
| | stamped | pumped | switched | lunched | boxed |
| (*c*) | buzzed | frothed | balled | thrilled | pulled |
| | lathed | chaffed | called | skilled | mulled |

| | | | | | |
|---|---|---|---|---|---|
| | writhed | scoffed | felled | lolled | crowed |
| | whiffed | stuffed | smelled | tolled | snowed |
| (*d*) | grouped | boiled | looked | played | failed |
| | crouped | soiled | booked | stayed | sighed |
| | enjoyed | coined | groomed | strayed | clawed |
| | destroyed | joined | loomed | bailed | talked |
| (*e*) | roared | parched | reined | weighed | numbed |
| | chewed | marched | veined | neighed | thumbed |
| | feared | covered | warmed | laughed | clasped |
| | reared | colored | warned | touched | grasped |

**353. Er** *added, no change in the primitive word*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | grander | kinder | dasher | fresher | cracker |
| | blender | blinder | lasher | thresher | packer |
| | mender | fonder | fisher | blusher | checker |
| | fender | washer | wisher | crusher | pecker |
| (*b*) | clicker | sucker | pinker | frisker | cramper |
| | ticker | tucker | thinker | brisker | tramper |
| | locker | banker | bunker | husker | limper |
| | mocker | ranker | flunker | maker | scrimper |
| (*c*) | romper | banger | longer | pitcher | trencher |
| | jumper | hanger | catcher | stitcher | pincher |
| | pumper | ringer | scratcher | botcher | muncher |
| | thumper | singer | sketcher | rancher | passer |
| (*d*) | presser | chanter | grunter | jester | crafter |
| | dresser | planter | hunter | twister | defter |
| | crosser | renter | caster | poster | swifter |
| | fusser | printer | faster | duster | softer |
| (*e*) | stiffer | caller | miller | rower | cooker |
| | puffer | seller | halter | spouter | brooder |
| | milder | dweller | melter | rougher | player |
| | folder | feeler | tilter | toiler | brighter |

**354. Ing** *added, final consonant of primitive word doubled*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | crabbing | cribbing | rubbing | wadding | bidding |
| | grabbing | robbing | drubbing | bedding | sodding |
| | webbing | mobbing | clubbing | wedding | plodding |
| | ribbing | sobbing | padding | ridding | nodding |
| (*b*) | budding | clamming | brimming | clapping | tipping |
| | scudding | hemming | drumming | stepping | dropping |
| | slamming | stemming | gumming | nipping | lopping |
| | cramming | trimming | strapping | ripping | slopping |
| (*c*) | supping | penning | donning | matting | netting |
| | cupping | winning | conning | patting | fitting |
| | canning | tinning | running | petting | splitting |
| | planning | spinning | dunning | letting | twitting |
| (*d*) | plotting | dragging | digging | hugging | warring |
| | spotting | lagging | rigging | bugging | marring |
| | nutting | begging | logging | starring | stirring |
| | shutting | legging | flogging | charring | blurring |

**355. Ed** *added, final consonant of primitive doubled*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | added | wedded | nodded | budded | fatted |
| | padded | shredded | sodded | scudded | matted |
| | wadded | sledded | plodded | studded | patted |
| | bedded | podded | prodded | batted | chatted |
| (*b*) | slatted | wetted | gritted | twitted | rotted |
| | betted | fretted | knitted | blotted | plotted |
| | jetted | whetted | mitted | clotted | potted |
| | netted | fitted | witted | dotted | spotted |
| | petted | flitted | slitted | jotted | |
| (*c*) | jutted | stabbed | mobbed | dubbed | scrubbed |
| | smutted | webbed | robbed | rubbed | crammed |
| | strutted | fibbed | sobbed | tubbed | jammed |

| | | | | | |
|---|---|---|---|---|---|
| | crabbed | ribbed | knobbed | clubbed | clammed |
| | grabbed | cribbed | throbbed | | |
| (*d*) | slammed | brimmed | drummed | snapped | stripped |
| | hemmed | skimmed | capped | slapped | sipped |
| | stemmed | summed | gapped | stepped | dripped |
| | rimmed | gummed | rapped | nipped | whipped |
| (*e*) | hopped | canned | skinned | barred | furred |
| | chopped | fanned | dunned | jarred | blurred |
| | mopped | penned | shunned | starred | spurred |
| | supped | pinned | stunned | scarred | drugged |

**356. Er** *added, final consonant of primitive doubled*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | grabber | rubber | madder | shredder | scudder |
| | fibber | grubber | padder | bidder | rammer |
| | robber | scrubber | gladder | sodder | shammer |
| | sobber | sadder | redder | plodder | swabber |
| (*b*) | hemmer | swimmer | strummer | clapper | chipper |
| | stemmer | trimmer | rapper | wrapper | clipper |
| | brimmer | hummer | sapper | nipper | dripper |
| | skimmer | drummer | tapper | dipper | |
| (*c*) | slipper | supper | tanner | runner | hatter |
| | shopper | upper | pinner | gunner | chatter |
| | hopper | canner | winner | fatter | netter |
| | popper | planner | spinner | ratter | wetter |
| (*d*) | fitter | sitter | plotter | shutter | plugger |
| | flitter | blotter | cutter | digger | snugger |
| | knitter | hotter | nutter | clogger | shrugger |
| | twitter | | | | |

**357. Ing** *added, final* **e** *of primitive dropped*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | bribing | tubing | shading | riding | sliding |
| | probing | fading | spading | siding | striding |

| | | | | | |
|---|---|---|---|---|---|
| | robing | wading | trading | chiding | abiding |
| | cubing | grading | hiding | gliding | deciding |
| (*b*) | gaming | blaming | scheming | homing | draping |
| | laming | flaming | chiming | fuming | shaping |
| | naming | framing | timing | pluming | scraping |
| | taming | shaming | priming | aping | escaping |
| (*c*) | piping | coping | groping | caning | dining |
| | wiping | hoping | sloping | waning | lining |
| | griping | loping | roping | planing | mining |
| | striping | moping | duping | craning | pining |
| (*d*) | shining | toning | mating | grating | caging |
| | twining | droning | rating | biting | raging |
| | whining | stoning | hating | writing | staging |
| | boning | tuning | slating | voting | dancing |
| (*e*) | glancing | rising | striving | daring | baking |
| | fencing | closing | scaling | sparing | liking |
| | wincing | losing | smiling | hiring | smoking |
| | chasing | basting | tiling | curing | saving |

**358.** **Ed** *added, final* **e** *of primitive dropped*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | faded | spaded | glided | mated | grated |
| | waded | traded | prided | rated | crated |
| | bladed | ceded | boded | hated | plated |
| | graded | sided | dated | prated | skated |
| | shaded | chided | fated | slated | |
| (*b*) | invited | bribed | cubed | named | limed |
| | toted | lobed | tubed | tamed | timed |
| | voted | probed | famed | schemed | primed |
| | fluted | robed | lamed | chimed | grimed |
| (*c*) | chimed | taped | piped | moped | caned |
| | domed | draped | wiped | roped | paned |

| | | | | | |
|---|---|---|---|---|---|
| | fumed | scraped | striped | sloped | waned |
| | plumed | shaped | hoped | duped | planed |
| (*d*) | caged | cringed | danced | dived | stared |
| | paged | fringed | pranced | closed | fired |
| | staged | singed | minced | fused | saved |
| | waged | twinged | chased | chafed | moved |
| (*e*) | filed | baked | smoked | edged | lodged |
| | piled | raked | liked | sedged | nudged |
| | smiled | staked | spiked | bridged | grudged |
| | eyed | waked | bagged | dodged | gabbled |

**359.** Er *added, final* e *of primitive dropped*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | briber | spader | wider | framer | comer |
| | fader | trader | slider | schemer | fumer |
| | wader | hider | gamer | timer | draper |
| | grader | rider | namer | primer | shaper |
| (*b*) | piper | caner | finer | later | biter |
| | riper | saner | miner | mater | writer |
| | wiper | waner | stoner | slater | whiter |
| | hoper | diner | tuner | skater | voter |
| (*c*) | cuter | dancer | baser | proser | baster |
| | stager | prancer | riser | closer | waster |
| | wager | wincer | wiser | loser | taster |
| | huger | chaser | poser | muser | bather |
| (*d*) | safer | filer | barer | wirer | scorer |
| | paler | smiler | rarer | borer | purer |
| | scaler | tiler | sharer | corer | saver |
| | whaler | fifer | sparer | sorer | mover |

**360.** Es *adds a syllable to primitive word*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | ashes | slashes | meshes | vanishes | blushes |
| | dashes | flashes | threshes | punishes | flushes |

| | | | | | |
|---|---|---|---|---|---|
| | hashes | splashes | fishes | varnishes | brushes |
| | mashes | smashes | dishes | pushes | crushes |
| | sashes | washes | wishes | bushes | thrushes |
| | crashes | marshes | finishes | hushes | rushes |
| (*b*) | faces | braces | dances | fences | offices |
| | laces | graces | glances | nieces | pieces |
| | paces | traces | chances | ices | voices |
| | races | cases | fancies | spices | juices |
| | places | traces | fleeces | princes | spruces |
| (*c*) | ages | pages | changes | cringes | bridges |
| | cages | stages | charges | fringes | ridges |
| | rages | engages | oranges | singes | dodges |
| | sages | villages | edges | hinges | judges |
| | wages | ranges | sedges | twinges | plunges |
| (*d*) | passes | cases | cresses | mosses | chooses |
| | lasses | vases | blesses | tosses | papooses |
| | masses | raises | presses | crosses | houses |
| | grasses | praises | tresses | losses | muses |
| | glasses | cheeses | rises | noses | fuses |
| | brasses | dresses | kisses | roses | uses |
| | classes | guesses | misses | closes | nurses |
| | gases | messes | blisses | loses | purses |
| (*e*) | axes | vexes | mixes | sixes | foxes |
| | taxes | sexes | fixes | boxes | coaxes |
| (*f*) | gazes | hazes | mazes | blazes | glazes |

**361.** **Es** *does not add a syllable to the primitive word*

| | | | | |
|---|---|---|---|---|
| tubes | likes | flames | hopes | motes |
| fades | smokes | times | dupes | lutes |
| rides | jokes | lanes | cares | staves |
| safes | dukes | wines | fires | graves |

| | | | | |
|---|---|---|---|---|
| clothes | males | stones | stores | hives |
| writhes | miles | tunes | cures | lives |
| bathes | moles | capes | mates | stoves |
| bakes | mules | types | bites | loves |

**362.** **qu** *as in*

| | | | | |
|---|---|---|---|---|
| quack | quality | equip | quiver | squeak |
| quail | Quentin | quince | quiz | squeal |
| quaint | quench | quit | quire | squeeze |
| quart | quest | quick | squash | squib |
| quake | quell | quill | squall | squirt |
| quartz | question | quilt | square | squire |
| quarry | queer | quiet | squad | squint |
| quarrel | queen | quite | squaw | squirrel |

**qu** *as in*

| | | | | |
|---|---|---|---|---|
| conquer | mosquito | mosque | etiquette | masquerade |
| lacquer | paroquet | quadrille | antique | opaque |
| liquor | piquant | coquette | grotesque | unique |

**363.** *Short words containing* **ie**

| | | | | |
|---|---|---|---|---|
| die | vie | ties | lied | pied |
| lie | dries | tries | tied | dried |
| fie | lies | cries | tried | died |
| pie | flies | cried | fried | replied |
| tie | skies | | | |

**364.** *Longer words containing* **ie** *in the last syllable*

| | | | | |
|---|---|---|---|---|
| Annie | Jessie | Robbie | fairies | goodies |
| Fannie | Nellie | froggie | daisies | cookies |
| Carrie | Minnie | doggie | berries | puppies |
| Blackie | Jimmie | dollie | cherries | pussies |
| Laddie | Winkie | nursie | pennies | countries |
| Gracie | Willie | brownie | enemies | carried |

| | | | | |
|---|---|---|---|---|
| Jamie | birdie | dearie | bodies | worried |
| Charlie | collie | Peasie | glories | buried |
| Auntie | Spottie | Beansie | posies | studied |
| Jennie | Flossie | babies | stories | hurried |

**365.** *Short words ending in* **y**

| | | | | |
|---|---|---|---|---|
| by | my | spy | why | July |
| cry | shy | sly | pry | reply |
| dry | sky | spry | Bly | deny |
| fly | sty | try | buy | firefly |
| fry | | | | |

**366.** *Longer words ending in* **y**

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | baby | shabby | Libby | Toby | lobby |
| | tabby | flabby | Trilby | hobby | ruby |
| (*b*) | fancy | mercy | Lucy | agency | vacancy |
| | racy | fleecy | juicy | piracy | secrecy |
| | saucy | icy | policy | infancy | currency |
| (*c*) | shady | sandy | greedy | tidy | woody |
| | lady | hardy | eddy | giddy | sturdy |
| | caddy | tardy | remedy | body | cloudy |
| | handy | needy | ready | shoddy | muddy |
| | candy | weedy | steady | melody | |
| (*d*) | shaggy | Peggy | piggy | foggy | buggy |
| (*e*) | clergy | apology | geology | zoology | astrology |
| | energy | doxology | theology | prodigy | mythology |
| | effigy | analogy | biology | liturgy | mineralogy |
| (*f*) | safely | jelly | really | lightly | truly |
| | scaly | cheerily | pearly | tightly | ugly |
| | gayly | merrily | Billy | dolly | lustily |
| | bravely | presently | chilly | jolly | suddenly |

| | | | | | |
|---|---|---|---|---|---|
| | gravely | extremely | silly | Polly | curly |
| | family | sweetly | lily | holy | fully |
| | happily | terribly | quickly | homely | busily |
| | shapely | dearly | swiftly | lonely | roughly |
| | strangely | easily | friendly | lovely | slowly |
| | hardily | early | strictly | only | proudly |
| | falsely | earnestly | quietly | woolly | patiently |
| | sharply | cheaply | kindly | softly | cheerfully |
| | freely | heavenly | brightly | cruelly | beautifully |
| | gently | nearly | tightly | surely | wonderfully |
| (*g*) | Amy | dreamy | slimy | gloomy | stormy |
| | creamy | enemy | grimy | Tommy | gummy |
| (*h*) | any | Anthony | blenny | whinny | company |
| | many | brawny | colony | Johnny | sunny |
| | canny | rainy | tiny | pony | funny |
| | Nanny | penny | shiny | stony | bunny |
| | Fanny | weeny | finny | downy | |
| (*i*) | happy | sleepy | crispy | poppy | puppy |
| | nappy | creepy | copy | sloppy | croupy |
| (*j*) | carry | ferry | library | flurry | bakery |
| | marry | merry | victory | furry | silvery |
| | Harry | cherry | history | every | powery |
| | starry | cheery | hickory | grocery | angry |
| | Mary | memory | ivory | nursery | pantry |
| | dairy | February | worry | fairy | country |
| | factory | Henry | story | airy | wintry |
| | canary | weary | glory | cheery | hungry |
| | cavalry | mulberry | sorry | very | sultry |
| | berry | primary | hurry | dreary | fiery |
| (*k*) | lazy | hazy | breezy | dizzy | bronzy |
| | crazy | mazy | frenzy | cozy | fuzzy |

| | | | | | |
|---|---|---|---|---|---|
| (*l*) | dainty | pretty | Betty | pity | thirty |
| | safety | beauty | seventy | dirty | frosty |
| | party | empty | eternity | kitty | forty |
| | cavity | twenty | hearty | mighty | duty |
| | charity | plenty | city | sixty | liberty |
| (*m*) | gravy | wavy | bevy | levy | dewy |
| | navy | envy | heavy | ivy | |
| (*n*) | tansy | palsy | greasy | rosy | clumsy |
| | pansy | easy | quinsy | prosy | gypsy |
| | daisy | phrensy | flimsy | drowsy | |
| (*o*) | money | jockey | hackney | Kersey | monkey |
| | honey | abbey | Jersey | journey | donkey |

**367.** *Consonant sound of* **y**

| | | | | |
|---|---|---|---|---|
| yam | yarn | year | yell | youth |
| yap | yacht | yield | yoke | young |
| yank | yawn | yet | yew | yellow |
| yard | yeast | yes | Yule | yonder |

**368.** *Sound of* **c** *before* **e**, **i**, *and* **y**

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | ace | race | farce | prance | chancel |
| | dace | brace | chance | trance | cancer |
| | face | Grace | dance | palace | lancet |
| | lace | place | France | surface | lancer |
| | mace | space | glance | lattice | Alice |
| | pace | trace | lance | cancel | fragrance |
| (*b*) | cent | fleece | cere | presence | receive |
| | fence | piece | center | cellar | deceive |
| | hence | niece | central | excel | ceiling |
| | thence | fierce | descent | preface | Cecilia |
| | whence | scene | crescent | discern | Cecil |
| | pence | cede | silence | | |

| | | | | | |
|---|---|---|---|---|---|
| (*c*) | ice | nice | spice | price | since |
| | dice | rice | twice | icicle | prince |
| | mice | vice | thrice | suffice | quince |
| (*d*) | once | Joyce | pounce | office | pronounce |
| | force | choice | notice | province | poultice |
| | voice | ounce | police | rejoice | cowardice |
| (*e*) | Bruce | juice | reduce | succeed | prejudice |
| | spruce | dunce | produce | precede | prudence |
| | truce | truce | justice | exceed | introduce |
| (*f*) | scent | scepter | science | abscess | scenery |
| | scene | | | | |
| (*g*) | cite | cider | citron | pacify | principle |
| | city | circus | rancid | decisive | discipline |
| | civil | excite | pencil | cinder | cinnamon |
| | civet | cipher | decide | Pacific | Cinderella |
| | acid | circle | docile | council | proboscis |
| | cities | viscid | scissors | Priscilla | |
| (*h*) | Nancy | fleecy | Lucy | secrecy | constancy |
| | fancy | mercy | bicycle | vacancy | currency |

**369.** *Sound of* **g** *before* **e, i,** *and* **y**

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | age | aged | plumage | mange | language |
| | cage | image | package | range | exchange |
| | gage | adage | courage | change | orange |
| | sage | usage | cottage | strange | danger |
| | page | manage | cabbage | charge | discharge |
| | rage | passage | baggage | large | Margery |
| | wage | message | carriage | barge | challenge |
| | stage | voyage | marriage | angel | Geppetto |
| (*b*) | gem | gender | siege | German | gesture |
| | germ | genius | liege | genuine | gelatine |
| | verge | gentle | oblige | general | Geoffrey |

| | | | | | |
|---|---|---|---|---|---|
| (*c*) | doge | college | pigeon | George | sponge |
| | forge | Roger | oxygen | gorgeous | scourge |
| (*d*) | bulge | huge | deluge | surgeon | dungeon |
| | purge | plunge | courage | sturgeon | |
| (*e*) | gill | giant | rigid | region | gipsy |
| | gin | agile | fragile | gentile | fugitive |
| | gibe | magic | engine | legion | ginger |
| (*f*) | gypsum | gypsy | gyrate | Egypt | geology |

**370.** *Short vowel before two consonants*

| | | | | | |
|---|---|---|---|---|---|
| (*a*) | cabbage | gallop | Hannah | arrow | harrow |
| | rabbits | hallow | appear | arrives | marrow |
| | tobacco | Anna | happen | barrel | narrow |
| | gladdest | Annie | happy | carry | sparrow |
| | daffodil | cannon | happily | Harry | tassel |
| | allow | Fanny | happiest | carriage | attic |
| | balloon | Fannie | pappoose | carrot | attract |
| (*b*) | effect | yellow | Jennie | cherry | Betty |
| | bellow | yellower | penny | cherries | rosette |
| | Ella | yellowest | pennies | errand | Freddie |
| | hello | Jessie | berry | merry | umbrella |
| | fellow | jelly | berries | merrily | beginning |
| | mellow | Kettu | | | |
| (*c*) | ribbon | Billy | silly | Jimmie | kitty |
| | hidden | hilltop | village | dinner | kitten |
| | difference | million | Willie | Minnie | mitten |
| | biggest | pillar | willow | minnow | Sikku |
| (*d*) | Dobbin | collect | follow | trolley | sorry |
| | Robbie | collar | hollow | bonnet | across |
| | office | dollar | jolly | sonnet | Flossie |
| | doggie | dollie | Polly | Johnny | moccasin |

| | | | | | |
|---|---|---|---|---|---|
| (*e*) | succeed | muffet | funny | butter | furrow |
| | cuddled | summer | puppy | mutter | buzzed |
| | muddy | cunning | russet | hurried | |
| | sudden | sunny | button | hurry | |

**371.** *Long vowel before one consonant*

| | | | | |
|---|---|---|---|---|
| fatal | vacant | cedar | omen | stupid |
| halo | elect | final | oral | pupil |
| label | era | idol | polar | tuber |
| naval | erect | mica | total | unit |
| naked | evil | pilot | potent | cubit |
| natal | arena | rival | stolen | lucid |
| pagan | regal | vital | hotel | mucus |
| favor | erase | polite | token | lurid |
| Lena | Juno | Susan | Thetis | Peleus |
| Eliza | Venus | Iris | Chiron | Trojan |

**372.** **kn** like *n* as in

| | | | | |
|---|---|---|---|---|
| knap | knelt | knit | knot | knurl |
| knave | knell | knob | knout | knapsack |
| knead | knife | knobby | know | knowledge |
| knee | knives | knock | knew | knuckle |
| kneel | knight | knoll | knub | knurly |

**373.** **wr** like *r* as in

| | | | | |
|---|---|---|---|---|
| wrap | wreathe | wright | writhe | awry |
| wrack | wreck | wring | wrong | wrangle |
| wraith | wren | wrist | wroth | wrestle |
| wrath | wrench | writ | wrung | wretched |
| wreak | wrest | write | wrought | wriggle |
| wreath | wretch | wrote | wry | |

**374.** **bu** like *b* as in

| | | | | |
|---|---|---|---|---|
| build | builder | busy | buyer | buy |
| built | building | business | | |

**375.** **mn** like *m* as in

| | | | |
|---|---|---|---|
| autumn | hymn | condemn | limn |
| column | solemn | contemn | |

**ln** like *l* as in

kiln

**376.** **gu** like *g* as in

| | | | | |
|---|---|---|---|---|
| guard | guilt | guerdon | league | fatigue |
| guess | guise | guerilla | plague | intrigue |
| guest | guilty | guardian | rogue | catalogue |
| guide | guinea | guillotine | tongue | dialogue |
| guild | guitar | brogue | vague | pedagogue |
| guile | guidon | fugue | vogue | synagogue |

**377.** **gu** like *gw* as in

| | | | | |
|---|---|---|---|---|
| guano | anguish | languor | persuade | distinguish |
| guava | languish | linguist | sanguïne | extinguish |
| Guelph | languid | penguin | unguent | language |

**378.** **gn** like *n* as in

| | | | | |
|---|---|---|---|---|
| gnarl | gneiss | feign | sign | condign |
| gnash | gnome | reign | assign | ensign |
| gnat | gnu | campaign | benign | resign |
| gnaw | deign | foreign | | |

**379.** **h** silent as in

| | | | | |
|---|---|---|---|---|
| hour | herb | honest | honesty | herbage |
| heir | honor | Honora | | |

**380.** **ch** like *k* as in

| | | | | |
|---|---|---|---|---|
| Christ | chasm | chemist | chlorine | chromatic |
| chrism | ache | mechlin | cholera | chronicle |
| choir | school | scholar | Chaldee | chrysalid |

| | | | | |
|---|---|---|---|---|
| chord | echo | schooner | Christian | chrysalis |
| chrome | scheme | chronic | Christmas | character |
| conch | chyme | trochee | drachma | chloroform |
| Chloe | chyle | stomach | mechanic | chronometer |
| chorus | anchor | monarch | chimera | strychnine |
| choral | orchid | christen | chemistry | catechism |
| chaos | orchis | sumach | technical | Alnaschar |
| Chiron | chemical | Achilles | Pinocchio | |

**381.** **w** silent as in

| | | | |
|---|---|---|---|
| sword | whole | whom | whoop |
| answer | who | whose | |

**382.** **lm** as in *alm*

| | | | |
|---|---|---|---|
| balm | palm | psalm | qualm |
| calm | palmer | psalmist | |

**lm** as in

salmon

**383.** **lm** as in *elm*

| | | | |
|---|---|---|---|
| film | holm | culm | helm |

**384.** **lf** as in

| | |
|---|---|
| calf | half |

**385.** **lf** as in *elf*

| | | |
|---|---|---|
| delf | shelf | golf |
| self | pelf | gulf |

**386.** **lve** as in

| | | |
|---|---|---|
| calve | halve | salve |

**387.** **lve** as in *valve*

| | | | |
|---|---|---|---|
| elves | helve | shelves | involve |
| delve | selves | twelve | |

**388.** **y** = **ĭ** as in *myth*

| | | | | |
|---|---|---|---|---|
| crystal | bicycle | system | cylinder | rhythm |
| nymph | Phyllis | Lydia | sylvan | Blynken |
| lynx | amethyst | pyramid | Evelyn | syntax |
| symbol | Brooklyn | Egypt | mysterious | Skrymer |
| myriad | pygmies | gypsy | Olympus | sympathy |

**389.** **y** = **ī** as in *lye*

| | | | | |
|---|---|---|---|---|
| dryad | cypress | scythe | thyme | hyphen |
| Hyde | rhyme | Lyle | hyena | hydra |

**390.** **y** final = **ī** in the ending **fy**

| | | | | |
|---|---|---|---|---|
| satisfy | falsify | justify | terrify | signify |
| beautify | fortify | stupefy | rarefy | notify |
| magnify | gratify | | | |

**391.** **y** final = **ī** in *ply* and *py*

| | | | |
|---|---|---|---|
| apply | multiply | occupy | |
| reply | supply | espy | |

**392.** **i** = **ee** as in *mosquito*

| | | | | |
|---|---|---|---|---|
| machine | Lucille | magazine | fatigue | caprice |
| marine | police | mandarin | pique | Clarice |
| ravine | valise | Urashimo | Pinta | Santa Maria |
| Kiku | Sif | Christina | Niña | skis |

**393.** **i** = **y** as in

| | | | | |
|---|---|---|---|---|
| valiant | peculiar | Italian | genial | civilian |
| brilliant | familiar | cordial | filial | Daniel |
| behavior | minion | pillion | pavilion | battalion |
| warrior | opinion | bastion | rebellion | digestion |
| billion | onion | mullion | medallion | dominion |
| trillion | scallion | bullion | companion | exhaustion |
| million | scullion | pinion | union | warrior |
| anxious | noxious | bilious | Cornelius | |

**394.** **i** as in *promise*

| | | | | |
|---|---|---|---|---|
| ermine | crevice | imagine | determine | hostile |
| examine | notice | office | medicine | fertile |
| genuine | heroine | lattice | Peregrine | fragile |
| practice | engine | justice | reptile | missile |
| opposite | plaintive | native | missive | massive |
| favorite | active | sportive | restive | talkative |
| granite | captive | olive | passive | positive |
| anise | mortise | maritime | expensive | exquisite |

**395.** **et** final = **ā** as in *bouquet*

| | | | | |
|---|---|---|---|---|
| crochet | ballet | croquet | valet | chalet |

**396.** *Two vowels not united in sound as in digraphs*

| | | | | |
|---|---|---|---|---|
| trial | pliant | gruel | diet | idea |
| dial | truant | poet | quiet | real |
| phial | fuel | suet | poem | science |
| giant | cruel | cruet | Samuel | beatitude |
| vial | chariot | Lois | Orpheus | Antonio |

**397.** **ch** like *sh* as in

| | | | | |
|---|---|---|---|---|
| chef | chapeau | chenille | champaign | Charlemagne |
| chute | chateau | charade | champagne | chevalier |
| chaise | chagrin | mustache | chatelaine | chandelier |
| chalet | chemise | chasseur | chaperon | chiffonier |
| challis | machine | chevron | chivalry | pistachio |

**398.** **th** like *t* as in

| | | | | |
|---|---|---|---|---|
| thyme | Thomas | Thompson | Thames | Thialfi |

**399.** Initial **x** is like *z*

| | | | | |
|---|---|---|---|---|
| xebec | Xavier | Xanthippe | Xenophon | Xerxes |

**400.** Initial **p** is silent in

| | | | |
|---|---|---|---|
| ptarmigan | pneumonia | psalm | pshaw |
| ptomaine | pneumatic | psalmist | Psyche |
| pterodactyl | pseudonym | psalmody | psychic |

# INDEX TO WORD LIST

The figures at the left of the phonograms indicate the sections of the Word List.

ă

| | | | | | |
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| 1 ab | 11 ad | 22 am | 34 ap | 44 an | 56 at |
| 66 ag | 74 and | 81 ash | 87 ack | 92 act | 97 ank |
| 106 amp | 113 ang | 121 atch | 129 anch | 131 ance | 141 ass |
| 158 ant | 166 ast | 185 ath | 197 aff | 204 alp | 214 all |
| 273 arr | 309 adge | 315 av | 323 ax | 382 alm | |

290 and 370 before two or more consonants.

ā

| | | | | | |
|---|---|---|---|---|---|
| 2 abe | 12 ade | 23 ame | 35 ape | 45 ane | 57 ate |
| 67 age | 114 ange | 142 ase | 143 ase | 167 aste | 186 athe |
| 198 afe | 215 ale | 300 ake | 314 ave | 291 before ble, etc. | |

ä

| | | | | | |
|---|---|---|---|---|---|
| 184 ath | 265 au | 272 ar | 382 alm | 384 alf | 386 alve |

ȧ

| | | | | | |
|---|---|---|---|---|---|
| 102 ask | 128 anch | 130 ance | 140 ass | 157 ant | 165 ast |
| 174 asp | 179 aft | 184 ath | 196 aff | | |

a̤

| | | | | | |
|---|---|---|---|---|---|
| 207 ald | 213 all | 226 alt | 263 aw | 264 au | 266 augh |
| 267 alk | 274 ar | | | | |

ạ

| | |
|---|---|
| 347 w | 348 qu |

â

| |
|---|
| 275 are |

ĕ

| | | | | | |
|---|---|---|---|---|---|
| 3 eb | 13 ed | 24 em | 36 ep | 46 en | 58 et |
| 68 eg | 75 end | 82 esh | 88 eck | 93 ect | 103 esk |

107 emp 108 empt 122 etch 132 ench 133 ence 144 ess
160 ent 168 est 175 esp 180 eft 187 eth 199 eff
205 elp 208 eld 216 ell 227 elt 268 elk 278 err
310 edge 317 ev 324 ex 325 ex 383 elm 385 elf
387 elve 292 and 370*b* before two or more consonants.

### ē

4 ebe 14 ede 25 eme 47 ene 145 ese 302 me
316 eve 279 ere

### ẽ

276 er 277 er

### e = ā

280 ere

### ĭ

5 ib 16 id 27 im 38 ip 49 in 60 it
69 ig 77 ind 83 ish 89 ick 94 ict 98 ink
104 isk 109 imp 115 ing 116 inge 123 itch 124 ich
134 inch 135 ince 146 iss 147 iss 161 int 169 ist
176 isp 181 ift 188 ith 190 ilth 200 iff 210 ild
218 ill 228 ilt 269 ilk 311 idge 319 iv 326 ix
383 ilm 294 and 370*c* before two or more consonants.
394 ise, ine, ice, ile, ite, ive.

### ī

6 ibe 17 ide 28 ime 39 ipe 50 ine 61 ite
76 ind 148 ise 189 ithe 201 ife 209 ild 219 ile
282 ire 303 ike 318 ive 363 ie 295 before ble, etc.

### ĩ

281 ir

### ĭ = ee

392 ine, ile, ice, ise, in, igue, ique

### i = y

393 iant, iar, ian, ial, ior, ion, ious

### ŏ

| | | | | | |
|---|---|---|---|---|---|
| 7 ob | 18 od | 29 om | 40 op | 51 on | 62 ot |
| 70 og | 78 ond | 84 osh | 90 ock | 95 oct | 99 onk |
| 110 omp | 111 ompt | 117 ong | 125 otch | 136 onch | 149 oss |
| 162 ont | 170 ost | 177 osp | 182 oft | 191 oth | 202 off |
| 220 oll | 286 orr | 312 odge | 327 ox | | 385 olf |

296 and 370*d* before two or more consonants.

### ō

| | | | | | |
|---|---|---|---|---|---|
| 8 obe | 19 ode | 30 ome | 41 ope | 52 one | 63 ote |
| 71 oge | 150 ose | 151 ose | 171 ost | 192 oth | 211 old |
| 221 oll | 222 ole | 229 olt | 270 olk | 284 ore | 304 oke |
| 305 oe | 320 ove | 386 olm | 297 before ble, etc. | | |

### ȯ

| | | | | | |
|---|---|---|---|---|---|
| 31 ome | 53 on | 79 ond | 100 onk | 118 ong | 137 once |
| 163 ont | 172 ost | 193 oth | 322 ove | | |

### ô

283 or

### o = o͞o

152 ose 306 do 321 ove

### or = ur

285 wor

### ŭ

| | | | | | |
|---|---|---|---|---|---|
| 9 ub | 20 ud | 32 um | 42 up | 54 un | 64 ut |
| 72 ug | 80 und | 85 ush | 91 uck | 96 uct | 101 unk |
| 105 usk | 112 ump | 119 ung | 120 unge | 126 utch | 127 uch |
| 138 unch | 139 unce | 153 uss | 164 unt | 173 ust | 178 usp |
| 183 uft | 195 uth | 203 uff | 206 ulp | 212 uld | 223 ull |
| 230 ult | 271 ulk | 289 urr | 313 udge | 383 ulm | 385 ulf |

298 and 370*e* before two or more consonants.

### ū

| | | | | | |
|---|---|---|---|---|---|
| 10 ube | 21 ude | 33 ume | 43 upe | 55 une | 65 ute |
| 73 uge | 155 use | 156 use | 194 uth | 225 ule | 288 ure |
| 307 uke | 308 ue | 299 before gle, etc. | | | |

û

287 ur

ụ = o͞o

349

ụ = o͝o

86 ush 154 uss 224 ull

ow 231
ou 233 ou = o͞o 234 ou = ō 235 ou = ŭ 236
ou = aw 237 our = ur 238
oy 239 oi 240 oi = ĭ 241
o͝o 242 o͞o 243

Equivalents of a

245 ay 246 ai 247 ey 249 eigh 250 ei 256 ea
257 ea = â 259 ear = ar

Equivalents of e

15 eed 26 eem 37 eep 48 een 59 eet 217 eel
301 eek 302 ee 293 ee before ble, etc.
254 ea = ē 255 ea = ĕ 258 ear = er 251 ei 252 ie

Equivalents of i

253 igh 365 y = ī 366 y = ĭ

Equivalents of o

260 oa 244 oo 232 ōw 235 ou

Equivalents of u

261 ew 262 ui

tion 328 sion 329 ṣion 330 ous 331
tious 332 cious 333 cial 334 tial 335
tian 336 cian 337 tien 338 cien 339
sien 340 ften 341 sten 342 stle 343
mb 344 eau 345 ph 346 qu 362
qu 348 y initial 367

ç

131 ance 130 ance 133 ence 135 ince 137 once 139 unce
368*a-b-c-d-e-f* 368*h* cy 368*g* ci

ġ

67 age 71 oge 73 uge 114 ange 116 inge 120 unge
309 adge 310 edge 311 idge 312 odge 313 udge
369*a-b-c-d* ge 369*e* gi 369*f* gy

**kn** 372 **bu** 374 **gu** 376 **gn** 378
**wr** 373 **mn** 375 **gu** 377 **h** initial 379
**ch** = **k** 380 **w** silent 381 **th** = **t** 398 Initial **x** = **z** 399
**ch** = **sh** 397

350 *ing* added, no change in primitive word.
351 *ed* added after *t* or *d*.
352 *ed* added after any consonant.
353 *er* added, no change in primitive word.
354 *ing* added, final consonant doubled.
355 *ed* added, final consonant doubled.
356 *er* added, final consonant doubled.
357 *ing* added, final *e* dropped.
358 *ed* added, final *e* dropped.
359 *er* added, final *e* dropped.
360 *es* added, syllable added.
361 *es* added, syllable not added.
363 Short words ending in *ie*.
364 Longer words ending in *ie*.
365 Short words ending in *y*.
366 Longer words ending in *y*.
388 *y* = ĭ.
389 *y* = ī.
390 *y* in ending *fy* = ī.
391 *y* in ending *ply* and *py* = ī.
395 *et* final = *a*.
396 Two words, not digraphs.
400 Initial *p* silent

Miss Rice on Folk dancing Phys. Ed

Mrs Yoder on Sex Hygiene